INSTRUCTOR'S GUIDE

TYPEWRITING: A MASTERY APPROACH FOR IBM "SELECTRIC" TYPEWRITERS

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FOREWORD

By design, TYPEWRITING: A MASTERY APPROACH FOR IBM 'SELECTRIC' TYPEWRITERS is a departure from the traditional programs that are common today in the area of typewriting instruction. The co-author team consisting of Drs. K. A. Mach, William M. Mitchell, and James E. LaBarre had Carte Blance to create an instructional program in typewriting to meet the challenges and abilities of students whatever their goals.

In approaching the monumental process of developing a totally new instructional program in typewriting, the authors identified four criteria that had to be incorporated in meeting the challenge.

1. The program must contain the instructional materials needed by students to master not only the keyboard, but the content of the typewriting course at all levels.

2. The program must be flexible to meet the needs of all students, whatever their abilities and aspirations and in whatever setting--whether it be grouped or a self-paced individualized process.

3. The program must fit the environment of the classroom setting--whatever the length of the class period, whatever the length of the course in typewriting.

4. The program must be relevant to meet the future needs of students in a variety of occupations and avocations.

Next, the author team identified the various types of students enrolled in typewriting today so that the instructional materials are relevant. Once this process was completed, the levels of development in reaching typewriting mastery were categorized so that the sequence of the instructional materials progressed from the simple to the complex within each category. TYPEWRITING: A MASTERY APPROACH FOR IBM "SELECTRIC" TYPEWRITERS is designed for the thinking typewriting teacher. The teacher is not locked into a structured lesson approach to typewriting instruction. The material was meant to be adapted or adopted to meet the needs of all students in all types of classroom situations.

The material contained in the Instructor's Guide is to be used with both the comprehensive and advanced textbooks in the TYPEWRITING: A MASTERY APPROACH FOR IBM "SELECTRIC" TYPEWRITERS series. The authors believe that you will find this textbook series to be a refreshing departure from tradition and that it will provide you and your students with a more realistic approach to the needs of today's master typist.

TABLE OF CONTENTS

INSTRUCTOR'S GUIDE

TYPEWRITING: A MASTERY APPROACH
FOR IBM "SELECTRIC" TYPEWRITERS

INTRODUCTION

Welcome to the Mastery Approach concept to typewriting instruction. TYPEWRITING: A MASTERY APPROACH FOR IBM "SELECTRIC" TYPEWRITERS is an innovative typewriting program incorporating three unique concepts:

1. A Mastery Approach
2. An Open-Ended Structure
3. A Modular Design

This section of the Instructor's Guide will familiarize you with the Mastery Approach to typewriting instruction. Please take a few minutes to read it, for it serves as the foundation for a Mastery Approach concept.

TYPEWRITING STUDENT PROFILE

The typewriting teacher of today generally finds three distinct groups of students in typewriting classes. First, there are those students who will use their newly found typewriting skill for preparing term papers, reports, and readable class notes.

The second group of students consists of those who are pursuing careers in a variety of clerical and secretarial occupations. This group, of course, will use their typewriting skill as a vocational tool.

The third group of students represents those who pursue typewriting as a general communication skill. In some cases that skill will be used as an alternative to longhand for personal matters. In other situations, this skill will be used in jobs not classified as clerical or secretarial. For example, the agent at a rent-a-car counter can certainly speed up the service to a customer by having a keyboard mastery to record necessary data. The airlines reservationist with keyboard mastery can speed up the process of assisting a traveler in locating a flight that has seats available. The computer console operator with keyboard mastery can use this skill to communicate with the computer memory.

LEVELS OF TYPEWRITING MASTERY

In today's offices the rapid change in office equipment technology, coupled with the need to reduce the communication time lapse, makes it critical that the person responsible for producing written communications thinks about the task to be performed. Today's office environment requires more than a trained typist. It requires one who can deal with imperfect input--missing information, ambiguity--and produce a clear, concise document conveying the correct message.

TYPEWRITING: A MASTERY APPROACH FOR IBM "SELECTRIC" TYPEWRITERS was designed to meet the needs of today's offices. More specifically it was designed to develop thinking typists and meet the needs of all persons using the typewriter as a communication tool.

To provide for the needs of all students, the Mastery Approach typewriting instructional program has four levels of development:

1. The transfer level,
2. The application level,
3. The transcription level, and
4. The composition level.

At the transfer level, keyboard mastery is built through straight-copy work.

At the application level, format, style, and production techniques are provided for preparing all types of paperwork.

At the transcription level, the students' language arts abilities including spelling, punctuation, and grammar, are developed through proofreading, editing, and other transcription activities.

And at the composition level, the highest form of typewriting skill, the ability to compose at the typewriter is emphasized as a faster means of recording thoughts.

Providing for the needs of all students in typewriting and helping them progress from one level to the next poses an interesting challenge.

CHALLENGES IN DEVELOPING AN EFFECTIVE INSTRUCTIONAL PROGRAM IN TYPEWRITING

To meet the challenges of developing an effective instructional program for typewriting, there are several critical characteristics that must be readily identifiable.

1. The program must provide for mastery of keyboard and content.

2 The program must include the flexibility to meet the needs of all students whatever their goals and in whatever setting, whether it be a group or a self-paced individualized process.

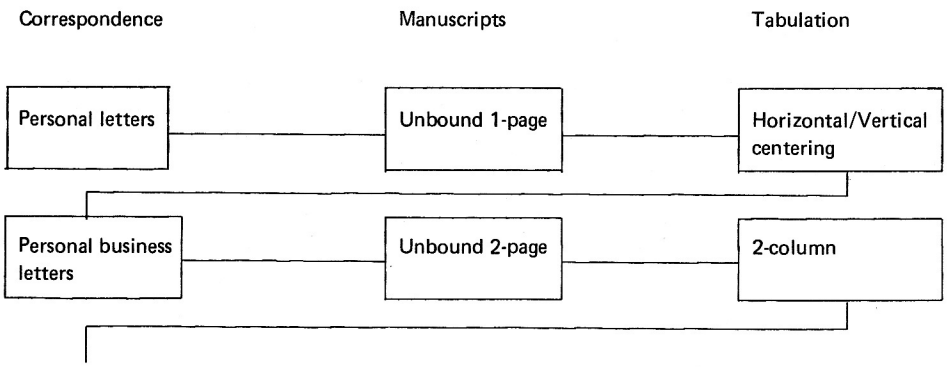
3. The program must fit the environment of the classroom setting, whether the class meets for 30, 40, or 55 minutes, or whether the class is taught in 12 weeks, 16 weeks, 18 weeks, 36 weeks, or 54 weeks.

4. The program must be relevant in order to provide for the immediate and future needs of students in a variety of occupations and avocations.

The Mastery Approach

Traditionally, typewriting instructional programs and textbooks utilize a cycle approach and are highly structured. In the cycle approach, the student is introduced to a unit of instruction, for example, a unit on correspondence. Before the student has actually had time to master the content, he or she may be introduced to the second unit on manuscripts. The highly structured nature of traditional textbooks does not allow students to fully learn the course content. As a result, when they finish the cycle and return to correspondence, they must relearn the procedures for typewriting the specific application. The following illustration shows the structure of the cycle approach.

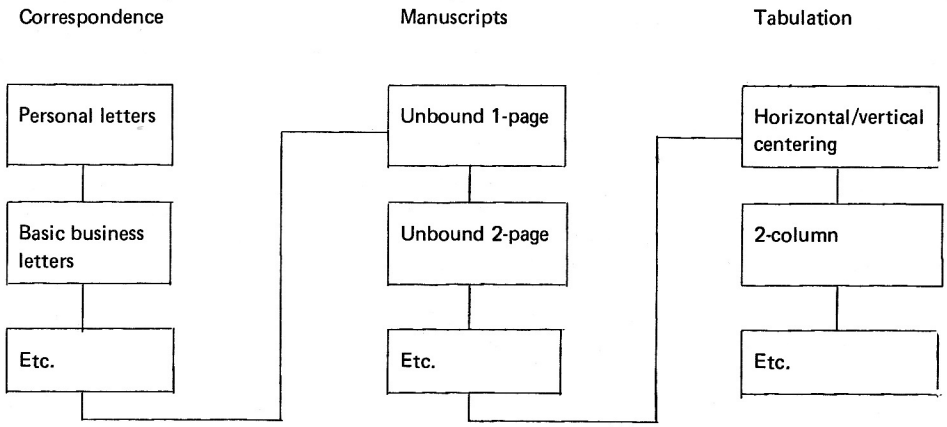
The Cycle Approach



Both the comprehensive and advanced series of TYPEWRITING: A MASTERY APPROACH FOR IBM "SELECTRIC" TYPEWRITERS utilize an approach that has been proven educationally and psychologically sound. Students have been taught to master content at all levels of education prior to moving on to new concepts or educational levels.

In the Mastery Approach the student proceeds through each module until the desired level of competency is reached before moving to a new typewriting module. A module includes all information about a selected topic such as correspondence production. The following illustration shows the structure of the Mastery Approach.

The Mastery Approach



With the Mastery Approach, you do not need to review and reteach since the students stay within each module until the content/skill has been mastered. Thus, the Mastery Approach is designed to reduce the time needed to gain desired proficiencies.

Flexibility of the Program for Grouped or Individualized Instruction

The second challenge for an effective typewriting instructional program is flexibility to meet desired competencies for students with a wide variety of needs and abilities. In this text program, you are free to select the modules to be covered and to identify the order in which the modules and their contents are presented. For example, you may choose to leave out the job campaign module if this material is covered in other classes; or, you may present the number keyboard before the alphabetic keys.

Each module is self-contained, thus allowing for adjustments geared to student needs. Based on a student's background, you may want to eliminate the sequence on personal letters and have the student start with business letters.

Perhaps you have students in your course who are only concerned about developing a keyboarding skill. As a result you may want to have them spend more time on the application module rather than have them complete the in-basket module. Because of the flexibility of the Mastery Approach, you are free to make this choice. The structure of the textbook will not require the student to complete one specific application module before moving on to the next.

In other words, the Mastery Approach program can be individualized for meeting the needs of a selected typewriting class, several groups within the class, or each person in that class. The process of individualization can be approached in a number of ways. One of the most effective methods is to use a flow chart approach. Here are three examples:

1. Assume that you are developing a one-semester (18-week) typewriting program for a class of students at the secondary level who are interested in pursuing careers that are nonsecretarial. Assume also that the students have had anywhere from no typewriting instruction to a keyboard introduction course of six weeks or less in junior high school.

   The first step would be to identify the areas in which typewriting mastery is desired and then the order in which the material should be presented. Within the modules of this guide are suggested competency levels for each area that can be adjusted up or down to suit the needs of the class. For illustration purposes we will assume that TYPEWRITING: A MASTERY APPROACH FOR IBM "SELECTRIC" TYPEWRITERS, Comprehensive Text, has all the material needed for this class. The illustration of a typewriting program for this class in flow chart form appears on page 59.

2. Assume that you are developing a one-semester (18-week) typewriting program for the class described in the first illustration. However, assume that the group of students who have had six weeks of previous typewriting are proficient on the alphabetic keyboard but lack skill on the numeric and symbol keys. Assume also that this group of students is pursuing typewriting for the preparation of school work and other personal use needs. An illustration of a typewriting program for this group, labeled Flow Chart No. 2, appears on page 60.

3. Assume that a student enters the class described in illustrations one and two who is pursuing typewriting for vocational purposes. This individual has aspirations of becoming a secretary. Assume that this person has had one semester of typewriting two years ago. A suggested typewriting program for this individual appears as Flow Chart No. 3 and is shown on page 61

Thus, the Mastery Approach program is totally flexible. It is designed to meet a variety of instructional approaches according to each typewriting teacher's philosophy. It is designed to meet the goals/needs of the students within the program. It is designed for a total class approach where everyone is working on the same material simultaneously, for a total class setting where groups or individuals are working on different materials, and for a totally individualized setting that is self paced. The flow charts can be utilized to design a program for whatever approach is used or the instructor may use any other form of organization.

Providing for Differences in Instructional Environment

The third challenge to be met in developing an effective instructional program in typewriting is to provide for a variety of classroom environments to include differences in length of class periods and number of weeks set aside for the program. The Mastery Approach typewriting program is designed for use in a group setting or for individualized instruction as described in the preceding section. You and your students are not locked into structured daily lessons and, in addition, modules or blocks within the modules can be eliminated to meet time constraints. Daily goals can be set for the whole class or for groups or individuals within the class. And, of course, end-of-module competencies can be adjusted to meet the needs of individual students depending on the length of class periods, course duration, and student abilities.

Relevancy of the Program

The fourth challenge to be addressed in an effective instructional program in typewriting is relevancy. To meet this challenge, the authors of TYPEWRITING: A MASTERY APPROACH FOR IBM "SELECTRIC" TYPEWRITERS included ample handwritten and rough draft copy. Also, special attention was given to the development of composition skills and language art skills.

Integrated projects and in-basket exercises are included to simulate current "real" world activities. In each of the integrated projects, the student is put into an office situation and the setting is described. He or she must then complete a number of related activities involving production typewriting skills. In-basket exercises are designed to go a step beyond integrated projects in developing production skills. Through the in-basket exercise, the students build decision-making capabilities. The student is put into an office situation as in the case of the integrated projects. However, with the in-basket exercises, the student must prioritize the items that are presented, decide how to treat each of the items, and then complete a finished business document.

Another example of relevancy is the attention given to word processing. Word processing is making tremendous inroads as a critical function of office systems. Through the utilization of the word processing in-basket in the comprehensive textbook and the Word Processing Module in the advanced textbook, students are provided with the history, concepts, terminology, equipment, characteristics, and procedures of word processing systems. The students actually perform administrative and correspondence secretarial tasks.

COMPETENCY-BASED TYPEWRITING CURRICULUM

A competency-based typewriting curriculum is designed so that the student will demonstrate and/or perform various tasks related to typewriting skill development and typewriting production. The level of performance desired may vary from instructor to instructor and also from activity to activity. However, the student must develop at least a minimum typewriting skill level and a minimum production skill if typewriting is to be an effective communication tool. A list of the knowledges and skills needed by the student to perform competently is shown below.

Basic Typewriter Operations

The student will demonstrate the ability to:

1. Identify and describe the function of specific parts of the typewriter.
2. Plan margin settings and make the necessary adjustments to set margin stops.
3. Achieve and maintain correct typewriting posture.
4. Master keyboard service mechanisms.
5. Think at the typewriter.
6. Type letters, numbers, and symbols with the correct reach.
7. Use the tabulation mechanism on the typewriter.
8. Horizontally center typewriting material.
9. Vertically center typewriting material on different paper lengths.
10. Create symbols.

Basic Typewriting Production

A. The student will demonstrate the ability to:

1. Use effective proofreading techniques.
2. Recognize proofreader symbols.
3. Utilize various correction methods.
4. Make machine and carbon copies.
5. Type a rough draft copy.

B. The student will demonstrate the ability to type:

1. Traditional business letters.
2. Simplified business letters.
3. Two-page business letters.
4. Envelopes.
5. Business memorandums.
6. Personal letters.
7. Repetitive and form letters.
8. Unbound manuscripts.
9. Bound manuscripts.
10. Manuscripts with footnotes.
11. Supportive parts to manuscripts.
12. Two-, three-, and four-column tables.
13. A variety of business forms.

Intermediate Typewriting Production

A. The student will demonstrate the ability to type:

1. Business letters with special notations.
2. Business letters containing tabulated material.
3. Business reports in memorandum form.
4. Business reports in bound form.
5. Exhibits and illustrations.
6. Two-page tables.
7. Financial statements.
8. Tables with horizontal rulings.
9. Tables with horizontal and vertical rulings.
10. Tables with leaders.

Advanced Typewiting Production

The student will demonstrate an ability to:

1. produce the necessary documents for an effective job campaign.
2. Perform advanced typewriting production tasks without detailed instructions and in a specific period of time.
3. Reproduce documents utilizing the various means of reproduction.
4. Perform responsibilities of word processing personnel.

The competency list identifies the basic typewiting operations and basic typewriting production competencies that the student should be able to perform and/or demonstrate upon completion of the first course in typewriting. If you have a class in personal typewriting, certain competencies may be de-emphasized and others reinforced to meet the needs identified. In the second course, the basic competencies are refined and additional competencies developed. Since the second and all typewriting courses that follow tend to become more and more vocational in nature, the competencies that the student develops are more closely related to the environment of business and industry. Note that emphasis is placed on the development of decision-making and priority-setting competencies in the intermediate and advanced production typewriting sections of the list provided. The ultimate competency for students to develop is the ability to produce typewriting tasks at marketable speeds that meet business mailability standards.

In each of the modules/blocks describing the various aspects of production, competency levels to be developed within a course have been provided. These competency levels may be adjusted up or down to meet the needs of your students.

EVALUATING STUDENT PERFORMANCE

A number of typewriting teachers and businesspersons have challenged the use of the words-a-minute method of evaluating student progress. For example, in a vocational setting, many businesses measure typewriting proficiency by the lines completed. This is a common practice in word processing systems.

The line count method and word-a-minute evaluation processes have been simplified.

To translate lines typed in one minute to words-a-minute, add one decimal place to the right of the line count figure. For example:

Line Count	Word-a-minute Equivalent
3 lines	30 wam
4.5 lines	45 wam
7.3 lines	73 wam

One line is commonly considered ten words in word processing departments throughout the United States.

To translate words typed in one minute to a per-minute line count, move the decimal one place to the left.

Words-a-minute	Line Count Equivalent
60 wam	6 lines
55 wam	5.5 lines
47 wam	4.7 lines

To convert line count to words-a-minute when the line count represents more than one minute, divide the line count by the number of minutes typed and add one decimal place to the right. For example:

Lines Typed		Minutes Typed		Line Count per Minute	Words-a-Minute
20	÷	5	=	4	40 wam
48	÷	10	=	4.8	48 wam

To convert words-a-minute to total line count, multiply the words-a-minute figure by the number of minutes typed and move the decimal point one place to the left.

Words-a-Minute		Minutes Typed		Total Words per Minute		Total Line Count
30	x	5	=	150	=	15 lines
42	x	10	=	420	=	42 lines

It should be noted that the conversion of line count to words-a-minute may differ by one or two words from exact words typed depending on line length of the material typed and the number of partial lines in the typed material. In using the line count method, all lines are counted whether the line consists of one word, three words, or one half a line.

The line count method should reduce the time taken to evaluate typewriting achievements, especially production materials.

In this text, you have the option of using either or both methods of evaluating student performance.

DAILY LESSONS

Since the Mastery Approach typewriting textbooks are designed to fit any length class period and provide for a variety of student needs, the instructor will develop daily lesson plans geared to the typewriting program being administered. It would defeat the intent of the Mastery Approach typewriting program to "lessonize" or structure locked-in daily lessons for everyone to use.

In lieu of a structured daily lesson, you will find a sample lesson plan form and three completed lessons beginning on page 62 as illustrations of one way to prepare lessons. It should be noted that these are only examples and that there are many other acceptable formats and approaches that could be used in preparing a "lesson." For example, a "lesson" for an integrated project or in-basket could easily represent three to five hours of class time. Or, you may wish to develop a task sheet for each module or block and/or sequence that students will complete as part of your typewriting program.

Remember, the Mastery Approach typewriting program was designed to meet your needs. As a typewriting teacher, you are the one who knows best what your students need on a day-to-day basis. Students do not learn a skill such as typewriting in even gredients.

ORGANIZATION OF THE TYPEWRITING PROGRAM

TYPEWRITING: A MASTERY APPROACH FOR IBM "SELECTRIC" TYPEWRITERS is divided into two volumes:

1. Comprehensive textbook——Beginning Course; 9, 18, 36 weeks for beginning and/or intermediate typewriting.

2. Advanced textbook——Advanced Course; 18 weeks or 18-36 week course in beginning word processing.

An organizational overview for TYPEWRITING: A MASTERY APPROACH FOR IBM "SELECTRIC" TYPEWRITERS is as follows:

I. Textbook

   A. Module

      1. Block

         2. Sequence

All information about a selected subject is located in one section of the textbook called a module. Some modules are common to both textbooks but contain completely different tasks and are designed to develop different competencies.

Modules are divided into blocks. Within each block the material is presented from simple to complex. As a result, the instructional process progresses from the simple to the complex.

For example, in the correspondence block, the sequence of material is as follows:

1. Personal letters and envelopes,
2. Business letters with envelopes,
3. Business letters with attachments/enclosures,
4. Business letters with copy notations,
5. Etc.

In each sequence the material is presented as follows:

1. Working from arranged copy with instructions.
2. Working from arranged copy without instructions.
3. Working from unarranged copy.
4. Working from handwritten copy.
5. Working from rough draft copy.
6. Developing rough draft and final copy.

SUMMARY

In summary, TYPEWRITING: A MASTERY APPROACH FOR IBM "SELECTRIC" TYPEWRITERS is designed to meet the needs of students in doing their college work, pursuing careers in clerical/secretarial occupations, or taking typewriting as a general communication skill.

The instructional program provides for typewriting mastery at four levels. They are:

1. Transfer,
2. Application,
3. Transcription, and
4. Composition.

The features of the instructional program that make the above possible are:

1. Mastery Approach,
2. Flexibility (individualized or grouped),
3. Open-ended structure, and
4. Relevancy.

THE TYPEWRITING WORK STATION

INTRODUCTION

The development of an effective instructional program in typewriting goes beyond the identification of competencies to be developed and the selection of software to be used in reaching these competencies. An important factor that contributes to the successful completion of stated competencies in the shortest time possible is a typewriting work station that is conducive to high quality and quantity production.

THE TYPEWRITER WORK STATION

The typewriter work station includes the typewriter, chair, desk or table, and surrounding environmental conditions.

The Typewriter—Manual Vs. Electric

In addition to the fact that the manual typewriter is rapidly disappearing from the office, the electric typewriter has several other distinct advantages that must be considered:

A. With the single element electric typewriter, key bar clash is eliminated.
B. Because there is no moving typewriter carriage on the single element machine, the typist has an unbroken line of sight in his/her immediate work area.
C. Energy expended on the electrified keyboard is reduced thereby increasing productivity as much as 20 percent for extended periods of typewriting.
D. Even though the initial cash outlay for an IBM "Selectric" may be higher than that for a manual, the per year cost is less because the dependability results in lower repair costs, and the excellent trade-in value results in less cost to replace the machine after many years of service.

The cost of operating an electric typewriter is very little. Most state that it costs only three to four cents a day to operate the electric typewriter.

Typewriter Standardization

Another consideration regarding typewriters is the mix of machines and type size. If the classroom is standardized with one machine, there are several important advantages:

A. When machines are inoperable, students can transfer to other machines and are immediately familiar with all parts and service mechanisms.
B. The introduction of service mechanisms and keyboard configurations are facilitated. The instructor does not have to be concerned about different locations, names, and procedures. As a result, the period of time needed to teach a technique or service mechanism is substantially reduced.
C. Service to equipment can be provided by one company and usually results in improved service.

Standardization of Type Size

There are two popular type sizes: pica or 10-pitch (with 10 spaces to the inch), and elite or 12-pitch (with 12 spaces to the inch). Elite type is the most popular for two reasons: more can be typed on a line, and there is more white space between the lines making it easier for the reader to distinguish letter detail.

The selection of typewriters with 12-pitch permits the instructor to standardize instructions when teaching new applications. If you select the IBM Correcting "Selectric" and/or the IBM "Selectric" II Typewriter, you may select the Dual-Pitch model with both the 10- and 12-pitch capability.

If students master the typewriting process on an electric machine with 12-pitch, they are able to make the switch to any type style with a minimum of practice.

Advantages of Dual-Pitch Models

The Dual-Pitch models permit the student to use numerous interchangeable typing elements when completing production activities. A greater explanation on the use of interchangeable elements is contained in the Typewriting Technique Module.

The Typewriting Chair

The chair is a critical part of the typewriting work station. If the individual is seated comfortably, it is much easier to concentrate on the task at hand. The typewriting chair should be sturdy and adjustable three ways. The back support should be movable up and down to fit the student's back. The seat portion should be adjustable up and down and front to back to compensate for students of various heights. The seat portion should be padded and covered with a material that is porous so that it "breathes." Rollers are recommended so that the chair will move either on carpeted or hard floors without marking the surface.

The Typewriter Desk

The L-shaped typewriter desk is the most desirable since it adds 30 percent more work space plus flexibility to the work station. The desk surface should be a light color such as beige so that the greatest contrast on material being read by the student is from the print to the paper, not from the paper to the color of the desk top.

The desk top should be 48-54 inches long and 24-28 inches wide. An "L" that is 30 inches long and 20 inches wide is ample. With the L-shaped desks, the typewriter work station can accommodate audio/visual equipment for use in self paced instructional programs.

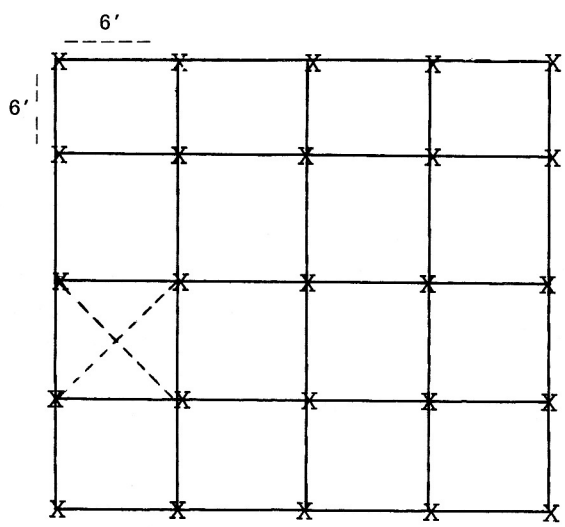
The main portion of the desk should be 28-29 inches high and the "L" portion between 25-26 inches high. The legs of the desk should be individually adjustable up to 2 inches. Thus, the desk can be adjusted to compensate for uneven floors and students of various heights. Some desks are available that have wiring in the legs of the desk thus eliminating unsightly cords wound around the desk or dangling on the floor.

Typewriter Work Station Space Utilization

When designing a typewriting classroom, allow between 30-40 square feet of space for each work station plus 20 percent for aisles. The typewriter work stations should be arranged so that students do not look at one another face to face or at profiles. Movement becomes a detractor from concentration and thus reduces typewriting productivity.

The Typewriter Work Station Environment

Should your school remodel or want you to design typewriting classroom facilities, request that an electrical/telephone grid be placed in the ceiling or floor so that the layout of the typewriter work stations is flexible. For example, a 6-foot electrical grid puts no station more than three feet from an electrical outlet. The grid resembles a checker board pattern.



If telephone wires are included in the grid, the work stations can be used for model offices as well as typewriter work stations. Wiring from the ceiling with the use of power poles where needed makes the maintenance of the floor surface a much easier task.

Carpeting is excellent for typewriting rooms for two reasons: (1) it absorbs 20 - 40 percent of the sound, and (2) it is less costly to maintain than hard surface flooring.

Lighting and color should complement one another. Dark colors will make a room appear small and will increase the electrical needs to reach appropriate lighting levels. A footcandle reading of 100 at desk top level is desirable for a typewriter work station.

The typewriter covers are not necessary in the vast majority of typewriting classrooms. Covers were used at one time to keep the dust out of the typewriter and to keep ribbons from drying out. If the typewriters are used on a regular basis and you are in a reasonably modern facility, the covers need not be used.

PREPARATION: GETTING READY TO TYPE

INTRODUCTION

As you prepare the classroom and more specifically the students to get ready to type, you must recognize that the habits formed by students in the beginning phases of the course will be carried over into the advanced phases of typewriting. Therefore, it is important that you stress good working habits from the very beginning.

When teaching the students to type on the electric typewriter, using TYPEWRITING: A MASTERY APPROACH FOR IBM "SELECTRIC" TYPEWRITERS as the textbook, you will find that some of the "old" methods need not be taught. The following discussions will point out some of the changes in methodology.

The Working Area

The working area around the typewriter should be free of unnecessary items. The textbook should be placed on the book support at the right side of the typewriter. The students' paper should be placed so that he/she may have easy access to it. A neat work area will eliminate the need to stop part way through a timing to pick up a coat or purse.

Position at the Typewriter

Positioning the body in front of the typewriter remains a very important factor in developing typewriting skills. With electric typewriters, the importance of foot position for leverage in returning the carriage is no longer a factor to consider. Electricity does the work. However, the body should be centered on the "J" key or in a similar position to the slant of the keyboard. Ordinarily, the students will find that sitting with their feet flat on the floor is most comfortable.

Positioning of Hands and Key Stroking

Have the students curve their fingers slightly and place them on the home row keys. The fingers should rest very gently on the home row keys. The thumbs should be placed over the Space Bar. Students should be taught to gently tap the key. It is not necessary to strike the key with a sharp stroke as all keys require the same amount of pressure to depress them. Since all keys are easy to strike, the students will not be tempted to remove their eyes from the copy to make sure that they typed the character.

Students who learn to type on the IBM "Selectric" Typewriter find no cause for bouncing hands. Fatigue is reduced, and posture is easily maintained.

Watch the palms of the students' hands. Make sure that they are not resting on the edge of the typewriter.

Paper Insertion and Removal

The insertion of paper into the typewriter is a four-step process. Go over this procedure with your students until the process is mastered.

A. Pull the Paper Bail forward with the right hand.
B. Pick up the paper with the left hand and place it in back of the platen. Use the Paper Edge Guide to keep the paper straight.
C. Turn the paper into the machine with the Right Platen Knob.
D. Push the Paper Bail against the paper with your left hand.

Paper removal is a two-step process. First, pull the Paper Release Lever forward with the right hand and, next, lift the paper out of the machine with the left hand.

Line Length—Setting Margins

In the beginning stages of skill development, it is suggested that the instructor set the margins on each of the typewriters. After a day or two the students will begin to wonder what the Left and Right Margin Stops are for. When this happens, or if you decide that it is time to teach margin settings, the students should be taught how to center the paper in the typewriter.

To center the paper in the typewriter, have the students locate the 0 on the Paper Centering Scale. The numbers to the left and right of the 0 represent inches. If a six-inch line is desired, have the students set the Left and Right Margin Stops directly below the 3.

As the students develop their typewriting skill, it might be desirable to teach them to use a "standardized" center point. Many prefer to use 50 as the center point on the 12-pitch (elite) scale. It is easy to determine margin stops by moving the designated number of spaces to the left and right of the center point.

Once the students move into production work, exact line lengths become less and less critical. By this time students should be given the opportunity to set their own line lengths based on margin widths and items being typed. The students should be taught to "guesstimate" what appears to be the best margins and to set them accordingly. Whether the line is 58, 66, or 71 spaces long is not critical on production copy. The fact that the material appears to be centered horizontally is what really counts.

Line Spacing

The standard six lines per vertical inch is common on typewriters. As a rule most production copy will be single spaced with double spacing between paragraphs. Rough draft copy and manuscripts are typically double spaced. However, typists usually double space twice between paragraphs in rough draft copy, thereby providing the proofreader or editor adequate space to make changes and insert items.

During the keyboard skill building phase of the typewriting course, it is suggested that the instructor have the students double space the material. This will facilitate proofreading. During period of steady practice the students may single space material.

Carrier Return

Special emphasis should be given to the development of a proficient carrier return technique. Within the Keyboard Module there are numerous drills designed to help the student build this skill. An example of a drill is shown below.

I see him.
He made me miss.
His name is Mr. Marris.
That farmer is smart this time.

Students would be told to type this drill for one or two minutes depending upon how the instructor wants to use it. Students should be encouraged to tap the Return key as rapidly as they do any other key.

Using the Space Bar

The Space Bar is operated with either the right or left thumb. Students should use whichever one that feels most comfortableable. The Space Bar should be tapped lightly. Some students will find that the carrier will move two spaces when they hit the Space Bar. Show them the typamatic capability of the Space Bar. Stress the necessity to tap it very quickly.

Repetitive Vs. Nonrepetitive Practice

In the doctoral dissertation completed by Kaye A. Mach of our author team, it was discovered that nonrepetitive typewriting practice is of greater value to students who are in the top two-thirds of the class. Repetitive practice was more valuable to the student in the lower one-third of the group. Ample practice material (straight copy and production) is provided throughout the textbook for students whether they need repetitive or nonrepetitive practice. The comprehensive textbook has been cross-referenced in the Keyboard Module to indicate the place in the Straight-Copy Skill Building Module where additional practice for a particular key may be found.

Summary

As you teach the students to type, remember that you are using the finest equipment available and, therefore, the students should be able to learn, with concentrated practice and effort, to type rapidly enough to develop a personal skill or an employable skill which will serve them well throughout life.

KEYBOARD MODULE

INTRODUCTION

The Keyboard Module appears only in the comprehensive book. It is assumed that the student knows how to type before using the advanced book.

The Keyboard Module has a number of unique features. First, the order in which the blocks within the module are presented is up to the instructor. For example, the instructor may choose to present numbers before the alphabetic keys (a review of this approach appears in the numeric block); or, numbers and symbols may be presented at the same time; or, letters, numbers, and symbols for each finger may be presented simultaneously.

Second, the approach to the introduction of the alphabetic keys is based on an extensive computerized study in order that meaningful sentences could be developed as early as possible for practice material.

Mastery of the keyboard is the first step toward becoming a proficient typist. When students gain complete control of the keyboard reaches and obtain the locational security necessary to permit quick, rapid stroking, they have an excellent start in becoming proficient typists. With the instructor's assistance, the process of learning the necessary reaches and developing locational security can be a pleasant experience. The instructor should provide a demonstration of the reach and allow the students an opportunity to "duplicate" that reach.

COMPETENCY LEVELS FOR KEYBOARD MASTERY

Straight copy typewriting skill represents the first level of mastery in the development of a proficient typist. The emphasis given keyboard mastery/straight copy typewriting will vary from instructor to instructor. Once students reach 50-60 words a minute (5-6 lines a minute), they are at the level where their stroking is automatized. In other words, they have overlearned the keyboard to the point that they will not forget it. Students who leave typewriting before this achievement is reached will have a difficult time maintaining their skill unless they continue to use it for personal use or on the job.

Here are suggested time frames for students to reach three separate levels of straight-copy typewriting skill. The following are based on a course meeting 40-55 minutes, five days a week, and 18 weeks per semester.

STRAIGHT-COPY TYPEWRITING COMPETENCIES

5 - 9 Weeks			First 18 Weeks			Second 18 Weeks		
*wam	*lam	Per Minute Error Limit	wam	lam	Per Minute Error Limit	wam	lam	Per Minute Error Limit
20 - 25	2.0 - 2.5	3 or less	30 - 40	3 - 4	2 or less	50 - 60	5 - 6	1 or less

*wam = words a minute
*lam = lines a minute

The suggested competencies are appropriate for straight copy material whether they are alphabetic only or mixed with numbers and symbols.

EMPHASIZE RAPID STROKING

During the beginning stages of skill development on the typewriter keyboard, it is critical that students understand the importance of developing the rapid stroking technique necessary if he/she wants to become a "master" typist. The instructor must constantly encourage the student to continue practice on the various reaches until the student has attained a desired competency level. It is easy for the beginning typist to become frustrated. As a result, the instructor must constantly survey the classroom to make sure that the potentially frustrated individuals are identified and remedial efforts undertaken as quickly as possible. One of the best ways of eliminating frustration is through a positive approach. Students should be told that it is impossible to be "perfect" in the beginning, and it is natural to make mistakes. They should learn in the early stages that errors should not interfere with their developing typewriter stroking skill.

STROKING TECHNIQUE

The position of the student at the typewriter is important in the early stages of skill development. If the student is too close to the machine or too far away, errors will result even though the student is trying to make the correct reach. Therefore, the instructor must inform the student that correct posture at the typewriter is important for good skill development. However, posture should not be overemphasized.

On IBM "Selectric" typewriters, students should be taught to quickly tap the key and return to the home row position. In addition, the students should be encouraged to keep the wrists and/or palms off the edge of the keyboard and keep their hands steady as they are making the reaches for the various keys. Constant survelance in the classroom will help to identify those typists using incorrect stroking techniques during the early stages of skill development.

INTRODUCING THE ALPHABETIC KEYBOARD

How many keys should be introduced each day? This is a common question that many typewriting teachers will ask. It is difficult for anyone to give an answer that would completely meet the needs of every typewriting class in the country.

The typewriter keyboard has been introduced in one day by some instructors, and they will profess that this is the only way to do it. Others believe that one key a day should be taught and the students should have ample time to practice the new reach. This approach is time consuming and leaves little time for development of application skills. A majority of the instructors will identify that after the home row keys have been taught, a variable number of keys such as two, three, four, or five new ones may be introduced. How many keys to introduce each day will be dependent upon a number of factors. For example, are your students progressing at a rate that you feel is appropriate? Is your class period longer than 20 minutes? 45 minutes? 50 minutes? Does your class contain students with learning disabilities? All these factors would have an effect on how many new keys to introduce each day.

TYPEWRITING: A MASTERY APPROACH FOR IBM "SELECTRIC" TYPEWRITERS provides the instructor with an opportunity to use a unique approach to the alphabetic keyboard. After the introduction of the home row keys in the traditional manner on the first day of class, the other keys are presented one at a time; however, more than one key per day may be introduced depending on student mastery, length of period, etc. This unique approach of presenting one key at a time has been based upon a computerized study of all of the common words in the English language. The computerized study was used to identify which key should be introduced first, second, third, and thereafter to provide the beginning typist an opportunity to type simple two-, three-, and four-letter words in phrases, sentences, and paragraphs early in the keyboard skill development period.

The built-in flexibility of this unique approach in the comprehensive textbook permits the instructor to introduce the number of keys appropriate for the learning environment.

The introduction of the basic punctuation keys such as the period, comma, apostrophe, and others are integrated throughout the introduction of the alphabetic keys. These keys make it possible for the typist to type sentences and paragraphs early in the skill development phase.

DRILL MATERIAL FOR ALPHABETIC KEYS

TYPEWRITING: A MASTERY APPROACH FOR IBM "SELECTRIC" TYPEWRITERS is programmed to contain more than the necessary amount of drill material for the 'average' student learning to type. As a result, the instructor should have the students practice only the amount of material needed to obtain the skill desired and the locational security necessary for developing a competent typewriting stroking skill. When this level of attainment has been reached, the instructor should introduce the next key and the students should proceed to the new practice material.

As students develop this keyboarding skill and the instructor finds that there is need for additional drill material, the student should be directed to turn to the supplementary keyboard material in the Skill Building Module for the particular drills. These drills are cross-referenced in the margins of the Keyboard Module.

After all keys have been learned, the instructor may direct the students to the alphabetic drills in the Skill Building Module.

INTRODUCING NUMBER KEYS

It is critical that the students are aware of the importance of numbers and their frequency in business documents today. First of all, you can challenge your students to identify all the ways that they are known by numbers--such things as social security number, address, age, weight, height, date of birth, size of clothes they wear, their year in school, their credit card number, and the like.

Secondly, you might ask them to review any piece of correspondence that they have received or seen. Note that there are many numbers that are used more frequently than letters of the alphabet. For example, the numbers for the current year are going to be used more frequently than selected letters of the alphabet to include q's, z's, x's, and so on.

Here are some other interesting facts that you might want to share with your students about numbers--the most frequently used number is zero; the second most frequently used number is 1; the third most frequently used number is 5; and the least used number is 8.

COMPETENCIES FOR NUMBER TYPING

Whatever goal has been set for alphabetic typing should also be set for numeric typing. See "Competency Levels for Keyboard Mastery" on page 14for suggested competency levels. If you choose to introduce the numbers prior to the alphabetic characters, it will probably take your students somewhere from six to eight hours to reach 20 - 25 words a minute (2 - 2.5 lines a minute). Remember that in the introduction of numbers, the students are not only covering the typing of number keys, but they are also covering tabulation, centering, and tables. If these items are delayed, it would take less time to reach the minimum competency levels on numbers.

TEACHING NUMBERS FIRST

Since 1968, the co-authors of TYPEWRITING: A MASTERY APPROACH FOR IBM "SELECTRIC" TYPEWRITERS have been experimenting and working with the process of teaching numbers first. We challenge you to try this method. There are good reasons why teaching numbers first should be considered.

First of all, if you believe in the concept that we should proceed from the simple to the complex in whatever we teach, think for a moment about the typewriter keyboard. There are 26 letters of the alphabet and there are only ten number keys. Also consider the arrangement of the alphabetic keys--they are mixed as compared to the arrangement of the number keys which are in order. With fewer keys and an orderly arrangement of the keys, the students are able to reinforce locational security and stroking techniques in less time.

While the number keys are being introduced, it is much easier to concentrate on some of the service mechanisms such as the tab set, tab clear, tab key, back space key, space bar, and so on. Again, the material in this textbook is arranged so that you make the choice. You may start with the alphabetic keys, or you may start with number keys, or as mentioned in the introduction of this module, you have other choices as well.

PROCEDURES IN INTRODUCING THE NUMBERS

There are three basic approaches to touch-typewriting numbers. First, there is the pipe organ method in which the left hand is placed on the top row of numbers and the right hand is placed on the home row keys. A second approach to teaching numbers is to use what is called the vocational approach where all fingers are put on the top row of the keyboard. The third approach to teaching numbers is the home-row-reach method. Since most numbers are typed in context with alphabetic and symbol characters in a variety of business documents, it is recommended that you use the home-row-reach method of teaching numbers.

In teaching the numbers, make sure that the students start out with their fingers barely touching the home row keys. As each number is introduced, the student should watch his or her hand in the process of moving from the home row keys to the top row and back to the home row. After this is done several times, challenge them to look away. What you want to accomplish in this brief period of time is the development of locational security so that students can type the numbers without looking.

For those who choose to use the numbers first approach in teaching the keyboard, note that the letter "a" of the alphabet is introduced at the beginning of this material. First, "A" is introduced because it is the most frequently used letter of the alphabet, and second, it is an anchor key on the left hand.

The next key to be introduced is the number "1." It is recommended that you use the small-case "L" for three reasons. First, it keeps the right hand close to the home row for the purpose of striking the number 1; second, not all the keyboards today have the number 1 on the top row; and third, the left hand already does more typing than the right hand. By typing the number 1 with the right hand, you are helping to equalize the work being done by both hands.

Within the comprehensive textbook one number is introduced at a time. You can adjust the number of keys introduced in the period by the time available and the progress your students are making.

Do not call attention to the distance from the home row to the number row. If you tell the students that it is a long reach or a difficult reach, they will believe you.

For those teaching the number keys first, note also that in addition to the letter "a" the decimal point and the comma are introduced. The reason for this is two-fold. First, it provides another anchor on the right side of the keyboard to bring the right hand back to the home row keys; secondly, decimal points and commas are used so frequently with numbers that it is critical that they be introduced at this time.

Be sure to reinforce correct stroking in teaching numbers first. Also, reinforce what they have typed. This can be done by reading the numbers back for the individuals to check to be sure they have typed the correct numbers.

As the students become more confident in their number typing, encourage them to syllabicate or patternize combinations of numbers. For example, if they were to type the number 45,134, they should not think of "four-five-comma-one-three-four." They should think of "forty-five-comma-one-thirty-four." The number 38,751 should be read "thirty-eight-comma-seven-fifty-one." If the student is typing a long series of numbers that are not divided by spaces or symbols, they read the numbers in groups of two-three-two-three as follows: The number 9081256354 would be patternized or syllabized as "ninety; eight-twelve; fifty-six; three-fifty-four."

Once students learn to type numbers in this way, they are imitating what they do when they reach the word-level response in typing alphabetic characters. In other words, they are putting together two and three number combinations just as they would put together two and three letter combinations as they become more proficient typists.

INTRODUCING SYMBOL KEYS

If the numbers have been presented prior to the symbol keys, the students will have mastered the reaches to these keys. Therefore, the emphasis should be on locational security of each of the symbols. The symbols that are located in the upper-case position on the keyboard are not used as frequently as those located in the lower-case position. Therefore, the students do not have the frequency of use on the symbol keys as compared to the number and alphabetic keys, and periodic practice is necessary to develop proficiency on symbols.

One way for the students to develop the same level of competency on symbol keys as alphabetic keys is through continuous practice on drill material and straight-copy material containing the symbol keys.

COMPETENCIES FOR SYMBOL TYPING

See "Competency Levels for Keyboard Mastery" on page 14.

SUGGESTED TEACHING TECHNIQUES

The drill material contained in the Keyboard Module of the comprehensive textbook contains adequate sentences and/or phrases to help the student develop the locational security needed on the symbol keys. Since the students do not use these keys as frequently as numbers and letters, it may be necessary for the instructor to have the students return to the symbol practice material from time to time during the course to practice this type of material.

The instructor may:

A. have the students type the sentences containing numbers and symbols as warm-up practice at the beginning of the class period.

B. give students short timed writings (15, 30, or 60 seconds) on timings contained in the Symbol Keys Block of the beginning textbook.

C. have students practice the symbol keys as an out-of-class practice exercise.

REMEMBER, the student can develop the desired level of competency on the symbol keys if they are given the opportunity to practice these keys under timed conditions.

CREATED SYMBOLS

Even though the typewriter keyboard contains most of the keys necessary to type the various characters needed in everyday communications, there are times when the typist will have to create a symbol that is not contained on the keyboard. Therefore, it is necessary for the beginning typist to learn to create symbols commonly used in correspondence, manuscripts/reports, tabulation, and other forms of communication.

HOW MUCH PRACTICE

The amount of practice time spent creating symbols will usually be considerably less than that spent on alphabetic, numberic, and symbol keys. The primary reason is that created symbols may vary and the typist is not likely to learn to type them spontaneously.

WHICH SYMBOLS SHOULD BE CREATED

Business and industry is rapidly moving to a complete conversion to the electric typewriter and more particularly to the electric machine with a typewriting element. As a result, there is probably less reason to learn how to create symbols today than there was five years ago. With the element machine, it is rather easy to remove one element and replace it with an element that contains the needed symbols. If the student is faced with preparing documents for an engineering firm, he/she can request specific elements developed for the purpose of typing the necessary symbols.

TYPEWRITING: A MASTERY APPROACH FOR IBM "SELECTRIC" TYPEWRITERS provides instruction on how to create the caret, multiplication sign, equal sign, division sign, addition sign, subtraction sign, and exclamation mark. The module on Typewriting for Metrics contained in the Appendix of the Instructor's Guide also explains how to type other created symbols used in metrics.

STRAIGHT-COPY SKILL BUILDING MODULE

Straight-copy speed and accuracy are developed through a definite, organized skill building program. TYPEWRITING: A MASTERY APPROACH FOR IBM "SELECTRIC" TYPEWRITERS follows the approach of technique/speed/accuracy to develop typewriting skills. Research has proven that this approach is an effective method of building typewriting skills.

Variety is the key to success in the teaching of typewriting. Too many instructors establish a routine pattern of using a favorite skill building drill or exercise day after day and seldom try any other method of skill building. Successful typewriting instructors have found that the best results are derived if the types of straight-copy skill building drills and exercises are changed and varied regularly.

The straight-copy skill building material in the two textbooks includes alphabetic review drills, short drill material, and one-, three-, and five-minute timed writings.

ALPHABETIC REVIEW DRILLS

A successful typist has learned to type many different letter combinations quickly and accurately. The Alphabetic Review Drill section gives students practice on all possible letter combinations.

Words in the English language are composed of digraphs (two-letter combinations) and trigraphs (three-letter combinations). An example of a common digraph would be the combination of the letters 't' and 'h'. A typist would want to type the 'th' combination as quickly and smoothly as possible. The rapid typing of the 'th' will enable the typist to type skillfully such words as 'the,' 'them,' 'those,' 'that,' and many others that include the 'th' combination.

The Alphabetic Review material has been designed so that each letter of the alphabet has been paired with all other letters of the alphabet. For each letter of the alphabet, a series of words, letters, and timed writings have been included that emphasize the various combinations. Each book contains suggestions as to how the material could be used for the particular level of learning. In all cases, the students realize that it would not be advantageous to type for too long a period each day on the Alphabetic Review material.

If a student is having trouble with a constant type of error, (one that a student keeps making over and over, such as typing the 'n' for the 'm' most of the time) the Alphabetic Review material is an excellent aid for eliminating the error. Be sure to remind the students that they must concentrate on the specific letter combinations while typing to eliminate constant errors effectively.

TIMED SHORT DRILL MATERIAL

The material included in this section is to be used for 15-, 30-, or 60-second speed and accuracy drives. The degree of difficulty of the material has been held constant while each selection contains a few more words than the previous selection. The material may be used to develop speed, accuracy, or a combination of speed and accuracy.

To use the material, the following general procedures should be followed:

1. Determine the amount of time that the students will type.

2. Have each student locate the approximate words that can be averaged in a minute in the proper column of numbers located at the right edge of the page.

3. Each student should type the material that is located directly to the left of the number selected in 2 above.

Depending upon the intent of the drill, the students should be told to concentrate on speed, accuracy, or a combination of both. Specific instructions for each type of drill should be given as follows:

Development of Speed

If the material is used to develop speed, have the students proceed as follows:

1. Select from the row of figures below the established time of the drill (15-, 30-, or 60-second) the words-a-minute figure that the student feels he/she can complete. The student will type this line.

2. Concentrate on speed. Attempt to finish the selection before the time is up disregarding errors.

3. When time is up:

   a. If the student completed the selection, move down to the next selection which will contain more words.

   b. If the student lacked a word or two of completing the entire selection, stay on the same selection and concentrate on speed again.

   c. If the student lacked several words of completion, move up the page to a selection that contains fewer words.

Development of Accuracy

If the material is used to develop accuracy, have the students proceed as follows:

1. Select from the row of figures below the established time of drill (15-30-, or 60-second) the words-a-minute figure that the student feels he/she can complete. The student will type the second selection above this.

2. Concentrate on accuracy. Attempt to finish the selection without making any errors before the time is up.

3. When time is up:

   a. If the student completed the selection with no errors before the time was up, move down to the next selection which will contain more words.

   b. If the student lacked a word or two from completion, but did not make any errors, have him/her stay on the same selection and concentrate on accuracy again.

   c. If the student failed to complete or lacked quite a few words from completion, or had too many errors, have him/her go up the page to a different selection which will contain fewer words.

Development of Speed and Accuracy

To develop a combination of speed and accuracy, use the same procedure as for the development of accuracy; however, change the accuracy requirement from perfect copy to an error maximum. An appropriate error maximum for this type of drill would be one error for the 15- or 30-second timings and one or two errors for the 60-second timing.

ONE-, THREE-, AND FIVE-MINUTE STRAIGHT-COPY TIMED WRITINGS

Difficulty of material (how difficult it is for a student to type particular words) can be determined in several ways. Typewriting textbooks use various methods of grading material; one popular method is syllabic intensity. Syllabic intensity, or S.I., is determined by counting the number of words and syllables and dividing the syllables by the words. For example, if there were 50 words and 100 syllables, the S.I. would be 2.00. The higher the syllabic intensity, generally, the more difficult the material is to type. Most typewriting textbook straight-copy timed writing selections use 1.3 to 1.35 syllabic intensity as "average" difficulty. The authors of the Mastery Approach textbooks have increased the syllabic intensity for "average" difficulty to 1.5-1.55 to more closely correspond to the difficulty of material being typed in offices today.

The straight-copy timed writings have been placed in order from the easier to the more difficult, according to syllabic intensity. The S.I. indication is illustrated on each timing beneath the timing number. You will find this indication helpful in several ways: (1) if you have a student who is on a typing plateau and just can't type any faster, have him/her type material of a lower syllabic intensity, (2) if you have a student who is typing out of control--making lots of errors, have him/her type material of a higher syllabic intensity to slow the fingers automatically and decrease errors.

When typing a straight-copy timed writing, each student should set a goal of either improving speed or improving accuracy. Remember, each student must concentrate on one or the other. A student's goal will probably change daily or even several times during the class period. Keeping in mind that concentration on speed or accuracy is of utmost importance, have the students follow this procedure:

1. Have the students take a timing, typing at a "comfortable" rate. A "comfortable" rate is typing at a normal rate and not pushing for speed or driving for accuracy.

2. Determine the words-a-minute rate and the number of errors.

3. Take another timing, but before beginning this timing, have the student set a specific goal.

a. If the number of errors made on the first timing is not over the maximum which you have set for an "acceptable" timing, have the student concentrate on speed.

b. If the number of errors made on the first timing is over the maximum which you have set for an "acceptable" timing, have the student concentrate on accuracy.

4. Continue with this procedure, having each student adjust his/her goal before taking the next timing.

5. Keep reminding the students that concentrated practice is the key to building both speed and accuracy.

The accuracy requirement for an acceptable timing (an acceptable timing is one that would be recorded in your record book to show that the student had mastered the speed within the error tolerance) varies throughout the country. Research indicates that the average typist makes approximately two errors per minute. Many classroom instructors indicate that the maximum number of errors they allow on timed writings are two per minute. Other instructors feel that the two-error maximum is too lenient and have set the maximum of one error per minute for an acceptable timed writing to emphasize accuracy. Each instructor must decide what is appropriate for his or her students, depending upon such factors as student ability and background, the type of equipment being used, and the type of schedule being followed (flexible, modular, traditional).

The straight-copy timed writing material may also be used for another type of skill building drill--a "length of time" drill which is based upon the concept that the longer a student types the slower the typewriting rate will be. The length of time drill is an exercise that will force the student to keep up a rapid stroking rate. Use the following procedure when administering this type of drill:

1. Select a timed writing selection which is of "average" difficulty.

2. Give a 5-second timing. Have the students determine the number of words typed.

3. Have the students multiply the number of words typed by two. Tell them that you are now going to "double the amount of time and that they are to "double" the amount of words. Ask each student to find the point in the copy they should reach before time is called.

When doubling from five to ten seconds, approximately 30 percent of the students will be successful in achieving double their five-second rate. Seventy percent of the students will not be able to double the amount, but will probably be only one or two words short of their individual goal. If the drill is repeated again, approximately another 20 percent of the students will be able to double their five-second rate.

You may continue the drill to the 15-second stage by:

1. Telling the students to multiply their five-second rate by three, and that you are now going to triple the amount of time and they are to triple the amount of words. Ask each student to find the point in the copy he or she should reach before time is called.

When tripling from five to fifteen seconds, approximately 10-15 percent of the students will be successful; the remainder will not. After a second attempt, another 5 to 10 percent will be successful.

Doubling and tripling the time and amount of words drills are important as they impress upon the student that there is a slowing down as time progresses. If students can be made conscious of the fact that they must keep typing at a rapid pace and concentrating the entire length of the timing, the drill goal will have been accomplished.

SUGGESTED COMPETENCIES FOR STRAIGHT-COPY SKILL

See page 14, "Competency Levels for Keyboard Mastery."

INTRODUCTION

Traditionally, typewriting instructional programs have emphasized rapid and accurate typewriting and have given little emphasis to composition at the typewriter. TYPEWRITING: A MASTERY APPROACH FOR IBM "SELECTRIC" TYPEWRITERS contains, among many unique features, language arts drills coupled with composition activities for developing the "thinking" typist.

The development of a person who can think at the typewriter, correct grammatical errors, and compose rapid responses, will result in a more salable product. The person possessing these skills will be a more valuable employee than one without the necessary language arts skills.

Language arts skills are very critical to the production of written documents. And, since most written documents have to be composed by the office worker, language arts skills are very important to the development of the compositional skills. Research has revealed that the major weakness of beginning office workers is the lack of language arts skills. In addition, research also reveals that many beginning office workers find it very difficult to compose at the typewriter.

The development of the compositional skill starts early in the comprehensive textbook. The drills are identified as "thinking" drills. As the student progresses through the keyboard presentation, the extent of the response becomes more challenging such as providing a phrase response. By the completion of the first course, the students should be providing a sentence or even a simple paragraph response. Emphasis is placed upon the student being able to choose the correct word that best conveys the message. Since many students taking the beginning typewriting course will also be in English, the language arts skills are developed in relationship to the composition skills.

In the advanced textbook, the students once again are given the opportunity to develop their compositional skills or to advance those skills depending upon his or her ability. Since many students will be taking advanced typewriting after they should have learned the language arts skills, the instructor might find that he/she will have to provide remedial instruction in language arts. Therefore, the advanced textbook provides a review of the four stages of building compositional skills as well as a review of the following topics: nouns; pronouns; adjectives; adverbs; verbs; development of simple and compound sentences; paragraph construction; and procedures for informal writing. It may or may not be necessary for the instructor to spend time on building or reviewing these language arts skills as he/she prepares the students for careers in the secretarial, clerical, and/or word processing fields.

STAGES OF BUILDING COMPOSITIONAL SKILLS

There are four specific levels, or steps, in building compositional skills that result in a "thinking" typist. They are:

1. Word Response Level.
2. Phrase Response Level.
3. Sentence Response Level.
4. Paragraph Response Level.

These four levels provide the instructor with a procedure of building compositional skills that progress from the simple to the complex. The comprehensive textbook incorporates thinking drills into the introduction of the keyboard. As a result, students start thinking at the typewriter early in the skill development stage of typewriting.

Each of the various levels of compositional skill development will be explained in more detail, and an example of the specific activity will be shown.

DEVELOPING SKILL AT THE WORD RESPONSE LEVEL

The beginning level of developing compositional skills requires that the typist provide a one-word response to questions. The comprehensive textbook contains various types of thinking drills that require one-word responses. At the outset the students are asked to select a word from those given that best answers the question. For example:

Look at these five words:

flask lass Dad sad lad

Select the best answer for the following statement:

1. Opposite of "happy."

After the typist has developed the skill of drawing relationships, they move on to the type of thinking drill that requires a one-word response for a blank in the sentence. For example:

Look at these words:

heat handle eat fall lake

Select the best answer for the following statement:

1. The _____ from the stove cooks the meat.

As the typist progresses in developing his/her ability to think at the typewriter, he/she will be asked to provide the correct spelling for a given word. For example:

The following words are spelled incorrectly. Type each word, inserting the needed letter.

matress maner midle

The drills become more challenging as the students progress. They are asked to provide the analogy to a given word or to provide a missing letter that would make up a word. For example:

Complete each of the following words:

bu_ du_ ta_ ou_ si_th to_l

This type of drill requires that the students think of a word and provide the answer even if it is different than his/her neighbor or the instructor's choice.

The Composition Module contains numerous questions that require a one-word response. It is not necessary for the instructor to ask the students all of the questions. Rather, it was the authors' intent that there be plenty of questions so that the thinking drills could be used often throughout the course.

DEVELOPING SKILL AT THE PHRASE RESPONSE LEVEL

Once the student has developed the competency to quickly provide a one-word response, the instructor should move to the next level of difficulty in developing compositional skills. This level known as the phrase response level requires the student to provide an answer consisting of two or more words. It is suggested that the instructor start with questions that may be quickly answered and progress to questions which may require some thought. For example:

What is your name?
What is your favorite movie?
What was your father's birthplace?

Thinking drills of this type require the students to think and then respond quickly.

DEVELOPING SKILL AT THE SENTENCE RESPONSE LEVEL

Upon mastering the phrase response level, the instructor should present the sentence response level. This level of compositional skill development will require the student to answer each question with a complete sentence. The questions used to solicit a sentence response might be the same as those used to obtain a phrase response. For example:

What is your father's complete name?

The phrase response might be:

Thomas F. Maloney

The sentence response could be:

My father's name is Thomas F. Maloney.

Once the student has developed some competency at the sentence response level, the instructor may ask questions related to business and industry. For example, the instructor might ask the following question: Identify three businesses that are service oriented.

DEVELOPING SKILL AT THE PARAGRAPH RESPONSE LEVEL

The ultimate objective of developing compositional skills is to enable the student to compose at the typewriter a complete answer to a letter, memorandum, or request. Hopefully, the student will be able to use the typewriter as a tool of communication and will find it helpful when writing term papers for personal use or for more effective vocational use.

Developing compositional skills at the paragraph level requires the student to organize thoughts and record them on paper in a logical manner. As a result, the instructor may find it necessary to review the procedures for developing a topic sentence and supporting sentences. For example, the instructor might ask the following question:

What are the duties of a receptionist?

The paragraph response might be:

> In a small office, the receptionist has a wide variety of duties. Answering the telephone and receiving callers is a primary responsibility of any receptionist.

Once the instructor has taught the students to develop paragraph responses containing topic and supporting sentences, the students should be taught to compose at rough draft speed. They should be taught to type quickly, to concentrate on content and not worry about sentence structure and errors, and to keep potential readers in mind. After composing the rough draft material, they should be taught to evaluate the material carefully, examine every word and sentence, correct any mistakes in words and sentences, and retype in final form.

It is suggested that the students be encouraged to "x" out the incorrect words as they are creating the initial response. (e.g. As I xstandx stood . . .) Students should also be encouraged to backspace and type over the error as they create the initial response during the compositional skill building phase. This process will help them build a skill that is needed when typing on an electronic keyboard.

SUGGESTED COMPETENCY LEVELS

The development of a competency level which will enable the students to effectively use the typewriter as a tool of communication is very important. The instructor will find that some students will quickly adapt to the process of thinking at the typewriter, while others will find it difficult to think and type at the same time. Therefore, the following competencies are provided as suggested minimum competencies that should be developed in the typewriting course.

SUGGESTED COMPETENCY LEVELS

1st 18 Weeks				2nd 18 Weeks				3rd 18 Weeks			
*pwam	*lam	Duration	Type of Material	pwam	lam	Duration	Type of Material	pwam	lam	Duration	Type of Material
25 - 35	2.3-3.5	15-20 min.	Paragraph	35-45	3.5-4.5	20-30 min.	Rough Draft	40-50	4.0-5.0	30 min.	Finished Copy

*pwam = production words a minute
*lam = lines a minute

If the student is able to compose a paragraph of two to three lines in one minute after 18 weeks, he/she will be progressing toward the development of the compositional skill. After 36 weeks, the student should be able to compose three to five lines per minute. These lines would be in rough draft and additional time would have to be allowed for the final typing. By the end of the advanced course, the students should be able to compose the equivalency of four to five lines in final typewritten form. REMEMBER, the competencies given are only suggested and, depending upon the amount of time you spend, your students may or may not reach the competencies given.

SUMMARY

The ability to think at the typewriter is an attribute that will be envied by many. Since the majority of the students will be able to type at least twice as fast as they are able to write, they will find that this important skill will be extremely beneficial. It is a skill that is essential if the student is preparing for a career in the office. It is also very important for the students to have this skill as he/she progresses toward the Integrated Projects and In-Basket Modules. The instructor can be instrumental in helping the students develop compositional skills by integrating the exercises throughout the course.

TYPEWRITING TECHNIQUES MODULE

INTRODUCTION

Learning to type rapidly and accurately are only a part of the total skill development process. As students learn to type, it is necessary for them to form good habits associated with their posture at the typewriter, the arrangement of their work station, and their practice which will help themsto develop a proficient skill. In addition to developing good habits, it is very important that the students develop proficiency concerning the typewriting techniques needed by all good typists. The techniques of proofreading, typographical error correction, crowding and spreading letters, preparation of copies, and utilization of the Express Backspace Key and interchangeable elements will help to make the typist more proficient and therefore a higher skilled typist.

PROOFREADING TECHNIQUES

It is very important that the students develop effective proofreading techniques. Many good proofreaders are able to make up for their lack of speed by quickly recognizing an error and making the correction. However, good proofreading techniques, like the typing skill itself, requires dedicated practice. The instructor should constantly emphasize the necessity to proofread carefully. This may be accomplished by:

A. Having the students read the document slowly, word for word.
B. Having the students proofread the document more than once. Some suggest reading the document three times: first, for spelling and typographical errors; second, for punctuation and grammar; third, for meaning.

Whatever method you use to develop good proofreading techniques must be effective. As with all typewriting drills, proofreading development must have specific goals to be attained. The instructor should tell the students that they must develop the following characteristics in order to become an effective proofreader.

A. Be a good speller.
B. Know the basics of punctuation.
C. Be willing to pay attention to detail.
D. Know and use the various methods of proofreading.
E. Know the types of errors most frequently overlooked.
F. Take the necessary time to proofread.
G. Be conscious of error.
H. Use the dictionary when in doubt.

As the instructor, you can help the students develop the above characteristics by controlling the environment. Noise and movement are distracting, and insufficient lighting will make proofreading difficult. Also, the instructor should teach the students to proofread material before it is removed from the typewriter.

Proofreading is a very valuable technique. Make sure that your students become proficient proofreaders.

CORRECTING TYPOGRAPHICAL ERRORS

Another common skill needed by anyone who prepares typewritten communications is the ability to select the best correction method for each situation and correct typographical errors so that they are undetectable.

There are two major reasons for learning how to correct errors neatly:

A. The rising cost of preparing typewritten communication and the growing paper shortage are of major concern to employers. Every time you begin again on a new sheet of paper, the cost of preparing a typewritten document increases.

B. A typewritten document represents the individual(s) and/or the firm associated with the communication. The image projected to the reader of the document will be something less than positive if there are conspicuous corrections on the paper. It is critical that your students develop the skill to correct errors so that they are undetectable.

Making neat corrections requires practice and knowledge of which correction method will do the job best. No single method of correction is satisfactory for students to determine the correction method that would best serve their needs. There are three things to consider when correction methods are selected:

A. How obvious is the correction?
B. How permanent is the correction?
C. How costly is the correction?

These three items, along with the five basic error correction methods, are described in the comprehensive and advanced textbooks.

Like proofreading, error correction techniques that are proficient may make the slower typist very productive. Teach the techniques early in the application stage.

REINSERTING PAPER AND REALIGNING FOR CORRECTIONS

The reinsertion of paper into the typewriter for the correction of errors usually is time consuming and difficult for most typists. The process of realigning the paper so that the element will strike the paper in the same position as it did initially is often difficult for the typist. Therefore, it is very important to stress good proofreading prior to the removal of the paper. However, from time to time the typist will find that he/she will have to reinsert the paper to make a correction or change.

The instructor should drill the students on the reinsertion of the paper and realignment. The comprehensive and advanced textbooks provide the student with a drill for practicing this technique. The instructor should have the students practice it periodically throughout the course. Only with repeated practice will the students perfect the technique of reinserting the paper and realigning it for error corrections.

CROWDING AND SPREADING LETTERS

There are times when it will be necessary for the students to correct an error by either squeezing a letter into a crowded space or by spreading two or more letters to fill in a blank space. This is usually accomplished by using the half space. On the IBM "Selectric" Typewriting, half spacing may be completed by placing the right hand over the cover with the first finger pressed against the Carrier. As pressure is applied, the Carrier will move back as much as the typist desires. Or, the typist may place his/her right hand on the cover with the first finger extended to the carrier. As the carrier is held, the space bar is tapped. Then the typist could release the carrier, allowing it to move forward the desired distance.

On the IBM Correcting "Selectric" and the IBM "Selectric" II there is a half Backspace Lever. By moving this lever forward, the Carrier will move back the desired distance. Students should be taught the various methods of half spacing and be given repeated practice periodically on the crowding and spreading of letters. Proficiency in the use of this typewriting technique may prevent the retyping of a document.

PREPARATION OF COPIES

The technological advancements in copying machines and the increased use of these machines in the office has made some of the older methods of producing a copy obsolete. Nevertheless, many businesses still require that one carbon copy be made of each document produced. This carbon copy is stored in the file for future reference. Students should be given an opportunity to type a few documents using carbon paper to produce a copy. How much time should be spent having the students correct the carbon copy is a very debatable topic. Many teachers suggest that the students should only be taught to correct such things as numbers, names, and dates on the carbon copy. Others feel that it is necessary for the students to correct all errors. As a possible conclusion, the instructor should take a look at what is being done in her/his business community.

The use of sensitized paper which automatically reproduces information on a second and third sheet has almost made carbon packs a thing of the past. In business today, if a carbon pack is needed, the preassembled packs are generally used. Most businesses would not bother with multiple carbon copies. Rather, they would use the copying machine.

The primary reasons for the increasing use of copying machines are quality, ease, and convenience.

A. The quality of the last copy is the same as the original.
B. Copiers are easy to use, and errors need only be corrected on the original, reducing correction time.
C. Copiers are convenient because the number of copies can be adjusted as needed. Copies can be easily made at any time.

Teaching the students to make copies is a very simple technique. Usually they need make one or two copies of items before they are well aware of how to operate the copying machine.

If multiple copies must be produced by carbon, it is highly recommended that the students know about copy sets. Copy sets are preassembled copy paper and carbons which produce clear and consistent copies since the carbon paper is used only once.

SUPERSCRIPTS AND SUBSCRIPTS

From time to time the students will find it necessary to type a raised character known as a superscript or a lowered character known as a subscript. This is especially true of those typing documents related to science and engineering. The Line Finder allows the typist to temporarily leave the original typing line to type a superscript, subscript, double underscore, or to draw lines. This technique does not require extensive practice, but, the students should be given the opportunity to practice the technique.

Additional discussion concerning the typing of superscripts and subscripts is contained in the Appendix on Metrication and Typewriting.

INTERCHANGEABLE TYPEWRITING ELEMENTS

All models of IBM "Selectric" Typewriters incorporate interchangeable Element Technology, allowing the typist to select a variety of type styles. The IBM "Selectric" II Typewriter and IBM Correcting "Selectric" Typewriter are dual-pitch, providing additional flexibility and versatility. Both 10- and 12-pitch elements can be used in producing a document.

In TYPEWRITING: A MASTERY APPROACH FOR IBM "SELECTRIC" TYPEWRITERS, the Advanced Textbook, a number of the elements and their particular use have been illustrated. If your school should happen to have the various elements available, it would be beneficial for your students to practice the production of a document utilizing the various type styles.

The students will quickly find that it is possible to turn out printed documents that closely resemble their printed counterparts. Since the majority of the offices in the future will have typewriters utilizing the Element Technology, your students will be prepared to meet the challenges facing them.

WHEN TO TEACH THE TECHNIQUES

The various typewriting techniques discussed above are not to be taught in one particular unit or another. It is entirely up to the instructor as to when the technique should be taught. Perhaps you will find that it is best to teach copying techniques near the end of the unit on correspondence. Perhaps correction techniques will be taught after the students have learned the alphabetic, numeric, and symbol keys. You might have a lesson or two on typing documents containing the metric measurements. It may be during this lesson that it is best to teach superscripts and subscripts. Or, perhaps they will be taught as you teach the students to type manuscripts. The typewriting techniques can be taught at any time. It is entirely up to the instructor.

APPLICATION PRODUCTION MODULE

INTRODUCTION

The Application Production Module consists of four blocks: Correspondence (letters and memos), Manuscripts/Reports, Tabulation, and the Specialized Production Tasks (typing on lines and specialized forms). Within each of the Application Blocks, the production tasks are arranged from the simple to the complex. In addition, the practice material progresses from the "Copy, with instruction" stage to the "Unarranged, unedited, handwritten, and rough draft" stage. For example, in the Correspondence Block the students are taught to type simple business letters. The practice material includes letters containing instructions, unedited letters, unarranged letters, and handwritten letters. After gaining proficiency on simple business letters, the students would be taught business letters with notations. Again, the practice material would contain letters arranged in the form explained above. The students would continue to progress from the simple to the complex until proficiency or "mastery" has been achieved.

The Application Blocks are designed to be used in any order. For example, in a personal typewriting class the instructor may want to teach manuscripts first. If so, he/she could go directly from the keyboard presentation to the Manuscript/Reports Block. Or, if he/she desires to teach letters first, he/she would progress immediately to the Correspondence Block.

The Application Production Module of the comprehensive textbook is designed to provide the students with the necessary instruction needed to master the "mechanics" of the particular application and to develop the basic skills of productivity. The advanced textbook contains a similar Application Production Module. However, the tasks in the advanced book are designed to provide the student with a review of the applications and an opportunity to improve their production skill.

TYPEWRITING: A MASTERY APPROACH FOR IBM "SELECTRIC" TYPEWRITERS, comprehensive and advanced textbooks, contain more than enough practice tasks to allow students to develop at least the minimum competency on all applications.

PRODUCTION SKILL BUILDING PLAN

Building production skill is facilitated if the students are forced to type under the pressure of time. The timing of activities requires that students perform the production activities without wasting time and motion. As the students practice within given time frames, they will become conditioned to the environment and develop their production typewriting potential.

Many methods of production skill building may be used to develop the ultimate skill of producing mailable copy. The Ten-Step Timed Production Skill Building Plan is designed to produce competent production typists.

The Ten-Step Production Skill Building Plan

1. Preview by teacher and students.
   - A. Standardized instructions.
   - B. Simple to complex.
2. Stress efficient techniques.
   - A. Rapid paper insertion.
   - B. Carbon pack assembly, etc.
3. Short timings over various task parts.
   - A. 15, 30, and 60 second.
   - B. Stress beginning, ending, and "unique" parts.
4. Typing of entire task under time not correcting errors.
   - A. Mark time on board.
   - B. Provide extra material for early finishers.
5. Repeat typing of entire task not correcting errors.
   - A. Mark time on board.
   - B. Provide extra material for early finishers.
6. Typing of entire task under time correcting errors.
   - A. Mark time on board.
   - B. Provide extra material for early finishers.

7. Repeat typing of entire task correcting errors.
   A. Mark time on board.
   B. Provide extra material for early finishers.
8. Typing as many tasks as possible in 15 minutes.
   A. Mailable copy.
   B. Enough material so all students type entire time.
9. Typing of as many tasks as possible in 20 minutes.
   A. Mailable copy.
   B. Enough material so all students type entire time.
10. Typing of as many tasks as possible in 30 minutes.
    A. Mailable copy.
    B. Enough material so all students type entire time.

The application of the Ten-Step Production Skill Building Plan for developing production typewriting skills on basic business letters follows. The same plan could be used for any other production task.

The Ten-Step Timed Production Skill Building Plan

Step	Example
1. Preview New Task A. Simple to complex	Basic Business Letter; First discussion: block style; basic Date Inside Address _____ _____ Greeting Body_____ _____ _____ Closing Typed signature line Reference initials
B. Standardized Instructions	Until told differently, always: 1. use a 60-space line. 2. use block style. 3. begin date on line 18. 4. tap carrier return 5 times between date and first line of return address. 5. tap carrier return 4 times between closing and typed signature line. 6. tap carrier return 2 times between typed signature line and reference initials.
C. Show relationship to previously learned tasks	Difference between basic business letter and personal business letter. 1. no return address/letterhead paper 2. additions: reference initials line

Step	Example
2. Stress Efficiency Techniques (if appropriate) A. Work area B. Carbon pack C. Rapid paper insertion D. Etc.	
3. Timed Drill Over Beginning and Ending Parts (if appropriate) and Any Unique Parts	See how rapidly the student can: 1. insert paper and rapid space down to and type the date line. 2. repeat No. 1. 3. insert paper and rapid space down to date line and type it, space down to inside address and type first line. 4. repeat No. 3. 5. type last line of inside address, double space, type greeting.
4. Type Entire Task Under Time Disregarding Errors	Have entire class type the letter under time. Tell them to disregard errors. When they have finished, they are to look at the board and check the amount of time it took to complete the task. You must place on the board the following: Minutes 1/4 1/2 3/4 As the time of the drill progresses, you must mark the number of minutes and "point" to the "part of minutes" that have passed by. Each student will then have the exact amount of time that it took to complete the task. In order to keep the noise level high in the room and eliminate any discipline problems, place several page numbers on the board and instruct students to go to those pages immediately upon completion of the letter and practice individually until you tell them to stop. It may be necessary that you terminate the drill before all students have completed the entire letter. If so, have those students make a "mental note" of how much of the letter they were able to complete during the time given.
5. Type Entire Task Under Time Again Disregarding Errors	Repeat the drill. Tell the students that they each have a goal to reach: If they finished the letter on the first attempt and recorded a time, they are to complete the letter this time in ¼ a minute less time. If a student does not finish the entire letter within the time given, the exercise is to be repeated with a goal of completing more of that letter.
6 Type Entire Task Under Time Correcting All Errors.	Follow the procedure given for Step 4 above. The students will, however, correct all errors when they "feel" them being made; they will also proofread the entire letter before determining the time the task took them. Stress the "mailability" factor. Each student should determine an individual goal.

Step	Example
7. Type Entire Task Again Under Time Correcting All Errors.	Repeat the drill. On this second attempt each student should strive to meet an individual goal: If the drill was completed on the first attempt, "cut" ¼ minute from the total time. If the drill was not completed on the first attempt, the exercise is to be completed with a goal of completing more of the letter.
8. Type as Many Tasks as Possible in 15 Minutes	"Push" students to produce as many mailable letters as possible in the 15 minutes.
Note: Steps 9 and 10 may be eliminated if the next learning element is a continuation and/or more advanced task of the same nature.	Next learning element would be a continuation of advanced business letters. Steps 9 and 10 are eliminated at this point.
9. Type as Many Tasks as Possible in 20 Minutes	"Push" students to produce as many mailable letters as possible in the 20 minutes.
10. Type as Many Tasks as Possible in 30 Minutes	"Push" students to produce as many mailable letters as possible in the 30 minutes.

SUMMARY

The development of production skill on the various applications may be facilitated by a good skill building plan. However, the students must obtain a knowledge of each application area before he/she can be expected to produce under timed conditions. To help you, the instructor, better teach the applications related to most production tasks, the following discussions of correspondence, manuscripts/reports, tabulation, and the specialized applications are provided.

CORRESPONDENCE PRODUCTION BLOCK

INTRODUCTION

In the area of production typewriting, correspondence is the typewritten document that is most familiar to students. Everyone has received some form of correspondence whether personal or business. Correspondence includes the following items: letters (personal and business) and memorandums. The objective of this block is to provide the student with the ability to prepare typewritten mailable correspondence at marketable production speeds whether the material is from rough draft copy, from unarranged, handwritten copy, or from original composition.

COMPETENCIES FOR CORRESPONDENCE

First, typewritten correspondence represents the physical presence of the person sending the message to another individual or group of people. Thus, the student must be able to prepare a typewritten document that contains a favorable image. Second, the contents of the document must be correct. These two factors are the benchmarks of mailable correspondence.

The following illustration identifies the suggested competency a student should have upon completion of the 18th, 36th, or 54th week of instruction. Since some typewritten courses are 12 weeks in length and others are 18 weeks long; since some typewriting classes meet for five days, some meet for three days, some vary from week to week, and others are totally individualized; and since the period of time at the typewriter varies from class to class, it is unrealistic to provide a list of suggested competencies for all the possibilities. Therefore, the following represents the suggested competencies for a course meeting 50-55 minutes, five days a week, and 18 weeks per semester.

COMPETENCIES FOR CORRESPONDENCE PRODUCTION

1st 18 Weeks			2nd 18 Weeks			3rd 18 Weeks		
*pwam	*lam	Duration	pwam	lam	Duration	pwam	lam	Duration
12-16	1.2-1.6	20 min.	20-25	2.0-2.5	30-40 min.	26-32	2.6-3.2	40-60 min.

*pwam = production words a minute
*lam lines a minute

The accuracy criterion for the above competencies is mailability.

REMEMBER, these are suggested competencies. You may have to adjust these figures up or down based on student abilities and time devoted to typewriting instruction.

LETTER STYLES

There are a variety of letter styles used in business today. A recent research study identified that the most common letter style now used in business is the block style with all parts beginning at the left margin followed by the semi-block modified style which includes indented paragraphs and portions of the closing lines beginning at the horizontal center of the paper. The third most popular letter style is the simplified style that is in essence a block style letter without the traditional salutation and closing. The material in the texts is set up in two styles, blocked and simplified. If you prefer to use the semi-block style or some other letter style, this can be done by a brief illustration by your students.

You may want to introduce the correspondence block to your students through a bulletin board display of different letter and memorandum styles. Unless you have specific reasons for using a variety of letter styles, e.g. local business customs, encourage your students to use the block style. It is the fastest style to set up and now the most popular. Students can adjust to other styles in a matter of minutes once they have become proficient production typists.

MEMO STYLES

There are a variety of memorandum styles—to include preprinted forms where the typist merely inserts the name of sender, receiver, date, and subject to the situation that requires the typing of the words "TO," "FROM," "DATE," and "SUBJECT," before typing the required information. The memo style illustrated in the Correspondence Block is designed for building production speed and eliminating unnecessary items. Note that the words "DATE," "FROM," and "SUBJECT" are eliminated in the introductory portion of the memorandum. The subject itself is in caps to bring the reader's attention to the content of the memo. Note also that all parts of the memo start at the left margin to eliminate tabulation time. Once the students have become proficient in the preparation of memorandums, they can adjust to any other style in a matter of minutes.

SUGGESTED TEACHING TECHNIQUES

The following techniques for correspondence production are a departure from the traditional textbook approach for this area of typewriting. The materials and instructions within the textbook portion of the Correspondence Production Block of the textbook are set up for the traditional approach to production typewriting. The suggestions that follow could be used the very first time that correspondence is presented, or it can be used after the students have reached a variety of competency levels. Again, you are the judge as to what is best for your typewriting program.

Line Length

Use a uniform line length for all letters and memos whether they are long, medium, or short. Have students set left and right margins of approximately one and one-half inches. The student should "guesstimate" the margin width. They need not worry that the line of typing is exactly 60 spaces or 70 spaces long.

Letter Placement

The student should judgment place the letter on the page. The space should vary from the top of the page or letterhead to the date and between the date and inside address depending on the length of the letter. For example, the date on a very short letter might start 15-18 lines (2½-3 inches) from the top of the page; the space from the date to the inside address may be 6-9 lines (1-1½ inches). On a long letter the space from the top of the page to the date may be 6-9 lines (1 to 1½ inches) and the space between the date and the inside address may be 3-6 lines (½ to 1 inch). The student must learn to judge the appropriate distance. This can be done with reasonable accuracy after preparing 8-12 letters.

There are times when the student will make a poor "guesstimate" and the letter will obviously end up too far up or down on the page. Time taken to retype the document because of a poor guesstimate represents increased costs of production. To increase production rates, encourage the student to "save" the letter by varying the line spaces in the closing portions of the letter. The students can add or reduce line spaces between the closing parts of the letter (between closing and signature line), between signature line and typist's initials, and between typist's initials and any other item that may follow).

Line Spacing

Always use single spacing in the body of correspondence with double spacing between paragraphs. If enumerations are used, begin the number flush with the left margin to eliminate tabulation time.

Reference Notations

Be sure that students understand the importance of a typed signature line. Many handwritten signatures are difficult to read. Also encourage students to use the initials of typists only unless there is a reason for other initials or codes. For example, in some cases initials/numbers represent codes for locating stored documents on word processing equipment. Or, initials other than the typist might indicate that someone else dictated a letter for the person whose name appears on the signature line.

Special Considerations

Students should be given a brief presentation on the use of Mr., Miss, Mrs., and Ms. When it is not known whether to use Miss or Mrs. for a woman's name, use Ms. Students should also be aware that there are times when it is impossible to determine from information given whether the individual to be addressed is a male or female. For example, is B.J. Dahl a she or a he? Is Pat S. Ganser a she or a he? Of course, the best solution would be to find out whether the individual is a she or a he. A telephone call, records, and previous correspondence are possible sources to get the correct information. However, this approach may not be appropriate or get the information needed. Under these circumstances, the individuals may be addressed as Mr./Ms. Dahl, or Mr./Ms. Ganser.

MANUSCRIPTS/REPORTS PRODUCTION BLOCK

INTRODUCTION

The Manuscript/Report Production Block is designed to provide the student with the knowledge and procedures necessary to type the basic one-page manuscript and the multi-page manuscripts in bound and unbound form. It is also designed to teach the students to type business reports, footnotes in various styles, tables of content, and produce exhibits and other miscellaneous items that are a part of manuscripts and reports.

COMPETENCIES FOR MANUSCRIPTS/REPORTS

The production of manuscripts and reports usually requires the insertion of many side headings, centered headings, and a variety of supportive materials. As a result, the competencies of the students must be realistically set to accommodate these characteristics. Since manuscripts are generally produced for classroom purposes and therefore graded, it is necessary that students produce manuscripts/reports with the style requirements set forth by the instructor or company to whom it is being submitted.

Identifying minimum competencies for the Manuscripts/Reports Production Block is very difficult because some courses meet for 12 weeks and others for 18 weeks. Some classes meet for five days and others only four. Some manuscripts contain many side headings and centered headings and others contain few. Therefore, it is unrealistic to provide a list of suggested competencies for all possibilities. As a result, the following represents the suggested competencies for a course meeting five days a week, 50-55 minutes per period, and 18 weeks per semester. Also, the competencies listed below are for the final product in "mailable" form.

MINIMUM COMPETENCIES FOR MANUSCRIPTS/REPORTS

1st 18 Weeks			2nd 18 Weeks			3rd 18 Weeks		
*pwam	*lam	Duration	pwam	lam	Duration	pwam	lam	Duration
10-14	1.0-1.4	20 min.	18-22	1.8-2.2	30-40 min.	25-30	2.5-3.0	40-60 min.

*pwam = production words a minute
*lam = lines a minute

REMEMBER, these are suggested minimum competency levels and should be adjusted to fit your classroom.

STYLES OF MANUSCRIPTS/REPORTS

A manuscript or report can be typed in any one of several different styles. The styles are arranged in the textbook so that the student will progress from the simple to the complex. The first style presented is a manuscript in unbound form. The second manuscript presented is one that is bound. Manuscripts are usually bound at the left. However, there are occasions, especially when working with legal papers, where the manuscript is bound at the top. The manuscript production block will present two forms of footnoting. The students will be taught the traditional method where the footnotes are placed at the end of the page. They will also be taught the use of the newer or "scientific" form of footnoting where the entry is made within the context of the manuscript and the footnote is placed at the end of the report or incorporated into the bibliography section of the manuscript.

In addition to the typing of manuscripts in various styles, the student will learn to type supportive parts such as cover sheets, tables of content, and bibliographies.

As the students progress through the Manuscripts/Reports Production Block, they will learn to type business reports. This unique feature will teach the students that business reports may differ greatly when compared to the "usual" education manuscript.

BUSINESS REPORTS VS. MANUSCRIPTS

If you look the word "manuscript" up in the dictionary, you will find that the meaning is "any typewritten or handwritten version of a book, article, document, or other work prepared and submitted for publication in print." How many students go out into the business world to type material that will be in manuscript form? The majority of the students will type business reports. The dictionary defines the word "report" as "an account of a proceeding that is prepared, presented, or delivered usually in formal or organized form." Based upon that definition and a study of over five hundred business reports, the authors found that the typewriting of business reports varies extremely from the general format that we use for educational manuscripts.

Major Differences

The major differences between business reports and educational manuscripts are explained below. The differences have been divided into seven specific categories.

Forms of business reports are usually typed in two styles. They are the memorandum business report and the more traditional formal "left-bound" business report.

Format of the business report will vary considerably. You will usually find that the sequence in which the parts of a business report will appear somewhat differently from the educational manuscript. It is not uncommon for the summary of the business report to appear first. The reason for this is that the person may read the summary and find out the contents of the report. If additional information is desired, he or she may read the remainder of the report.

Style of business reports differ because most business reports are single spaced. The business world usually figures that it costs one cent per word to generate a business report. As a result, the report is single spaced to save paper in reproduction.

References are commonly placed at the end of the business report. The reference notation is commonly referred to as "endnotes" and are numbered in order of appearance in the report.

Displays make up an important part of the business report. The photographs, tables, illustrations, inked drawings, or graphs contained in the business report help to give the message. Since the primary purpose of the business report is to communicate the findings or results of an organized event or study to others, these displays are very helpful. However, they do require that the typist perform other types of production other than typewriting. For example, when typing the report, the typist must know how much space to leave for the placement of the photograph. If an inked drawing is contained in the report, the typist must draw the item or paste in the inked drawing.

Exhibits may be contained in the business report. An exhibit is usually contained in a separate part of the report since it usually is too large or too long to be contained in the usual page of the report.

Supportive Parts that the typist will be required to type with the business report may be as simple as the cover page or as difficult as composing the letter of transmittal. The business report may require a section pertaining to the preparation and distribution of the report. On memorandum reports the preparation and distribution information is usually found in one of three locations: (1) in the opening informational lines; (2) in the first paragraph of the body; or (3) in the last entry on the last page.

Students entering the business world must know that the business report differs from the manuscripts that they type for school. The comprehensive and advanced textbooks will give every student an ample opportunity to type business reports, prepare display material, and type supportive documents.

TABULATION PRODUCTION BLOCK

INTRODUCTION

The arrangement of data in an orderly manner is a desirable characteristic of production of business and personal typewritten material. By the time the students have had an opportunity to develop the basic skills of speed and accuracy, they will have had an opportunity to practice the horizontal and vertical centering of numbers and alphabetic information. The Tabulation Production Block will enable the students to further develop the necessary skills of typewriting tabular material.

COMPETENCIES FOR TABULATION

The process of typewriting any material that is to be placed in columns is time consuming. As a result, the typist will ultimately produce less words and, therefore, less lines per minute than would be expected on the production of correspondence and manuscripts/reports. In addition, the material contained in tables is usually statistical in nature. Even though we would like our students to be able to type numbers as rapidly as words, few ever accomplish this goal.

Since some typewriting courses are 12 weeks in length and others are 18 weeks long, some typewriting classes meet for five days, some for three, some vary from week to week, and others are totally individualized; and, since the period of time at the typewriter varies from class to class, it is unrealistic to provide a list of suggested competencies for all the possibilities. Therefore, the following represents the suggested competencies for a course meeting 50-55 minutes, five days a week, and 18 weeks per semester.

COMPETENCY FOR TABULATION PRODUCTION

1st 18 Weeks			2nd 18 Weeks			3rd 18 Weeks		
*pwam	*lam	Duration	pwam	lam	Duration	pwam	lam	Duration
4 - 7	.4 - .7	20 min.	7 - 10	.7 - 1.0	30 - 40 min.	10 - 14	1.0 - 1.4	40 - 60 min.

*pwam = production words a minute
*lam = lines a minute

The accuracy criterion for the competency identified would be mailability or, in other words, all errors corrected.

REMEMBER, these are only suggested competencies. Let your course goals and objectives identify specific competencies for your class.

ARRANGEMENT OF TABULATION PRODUCTION BLOCK

The Tabulation Production Block has been arranged in a similar manner as all of the other production blocks. The material has been arranged placing the simple tables at the beginning and the more difficult toward the end of the block. Students will learn to center tables vertically and horizontally by following directions given in the textbook.

SUGGESTED TEACHING TECHNIQUES

Clearing the Typewriter

It is necessary for the students to recognize that the process of centering the table is facilitated by the clearing of all margin settings and tabulation settings prior to attempting the centering of the table.

Vertical Centering

Vertical centering of tabular problems should be practiced on various size paper. Preferably the instructors will have the students practice on full and half size pages. This practice will help students understand the reasons for vertical centering and will also develop good centering skills.

Vertical centering of tabular problems on the typewriter is best taught by having the students follow the steps listed below:

Step 1. Insert the paper into the typewriter.
2. Turn the platen until the two ends of the paper meet.
3. Advance the paper three more lines to find the vertical center.
4. Turn the platen downward once for every line and/or blank line in the table.

Using the above procedure will eliminate any possibility of the students miscalculating the starting line. Have the students practice the procedure two or three times when first teaching the Tabulation Block.

Horizontal Centering

Horizontal centering of the table is probably the most difficult task the instructor will have when teaching the Tabulation Block. This task will be simplified if the instructor will standardize the procedure. The first thing to standardize is the center point of the typewriter. On the IBM "Selectric" typewriters the center point is represented by a dot on the Margin/Pitch scale. Secondly, teach the students to use the backspace method of horizontally centering a problem. In doing so, remember to teach that you backspace once for every two letters and/or letters and spaces. If you have a character left over, it is forgotten.

Determining the longest line of type will cause the students many problems. Therefore, it is suggested that the instructor demonstrate the procedure on the chalkboard using the illustration in the textbook. Make sure that the students follow the steps listed below:

Step 1. Tab over to the center.
2. Clear the center tab stop.
3. Backspace once for each pair of letters and/or space(s) for each pair.
4. After backspacing for each pair, set the left margin at the point.
5. Space forward for each letter and/or space plus for the space between columns. Set a tab stop at this point.
6. Continue step five if the table is over two columns long. If not, return the carrier to the left margin. Turn the paper down if it has advanced upward and proceed to type the table line by line.

Typewriting Tables With Column Headings

It is a very common practice to have headings above each of the columns. Therefore, it is necessary for the instructor to teach the student how to type column headings. If the column heading is shorter than the longest item in the column, the heading is centered over the column. If the column heading is longer than the longest item in the column, the column is centered under the heading.

Short Column Headings

When the column headings are shorter than the items in the column, it is necessary to center the column headings over the column. This is accomplished by following these steps:

Step 1. Select the longest line.
2. Backspace to center the longest line and set the left margin.
3. Space forward once for every two letters in the longest item in column one. Disregard the left over letter.
4. Backspace once for every two letters in the column heading. Disregard the left over letter.
5. Type the column heading and underscore it.
6. Tab over to the second column and repeat the process. (Repeat step six if additional columns are contained in the table.)

Long Column Headings

In the case where the column heading is longer than the item in the column, the column is centered under the heading. As a result, the heading is considered the longest item in that column when the longest line is initially centered. To center the column under the column heading, follow these steps:

Step 1. Determine the longest line and set the left margin.
2. Type the column headings for each of the columns.
3. Space over once for every two letters and/or spaces in the first column heading.
4. Backspace once for every two letters and/or spaces in the longest item in the column. Change the left margin to that point.
5. Type the first item of column one. Tab to the second column heading and repeat steps three and four.

An Alternative Method of Centering

The process of centering a table on the page may be done through a mathematical process. There are numerous reasons why this process should be avoided if the student is able to comprehend the backspace method of centering. For example, it is very easy to make mathematical errors when calculating the centering positions for the left margin and tabulation stops for the remaining columns. Also, experiments have shown that it is much quicker to use the backspace method. Perhaps you have been using the mathematical method. If so, give the backspace method a try and see if you too don't become a believer in it.

Using the Tabulation Grid

Keyboarders in word processing departments within many businesses are called upon to type more and more statistical applications. Therefore, knowledge of statistical typing should be emphasized throughout the Tabulation Production Block.

To facilitate statistical typewriting, the Tab Grid was introduced to the typist in the IBM "Selectric" Typewriter Teacher's Guide by International Business Machines (IBM). Tab grids are widely used to reduce the amount of time necessary when getting ready to type statistical information. By presetting tabs four or five spaces apart, the student can format most statistical material typed. If asked to type a six-column table, one simply eyes the layout and tabs to a stop in the tab grid for each column in the document. If the next document consists of four columns, it is not necessary to clear the previous tabs and set new tabs. One simply tabs to stops in the grid that will provide an acceptable layout for these columns.

To use the tab grid, follow these directions:

Step 1. Set margins for the desired line length.
2. Clear all tab stops and preset tabs every five spaces apart.
3. Select the exercise to be typed.
4. Have students judge where the columns should begin and how much space should be left between columns. (This must be done while keeping in mind the length of the longest item in the column.)
5. Have the students type the table allowing them to look at the copy.

The tab grid facilitates the secretary when typing statistical data in reports and letters. If the table is extremely long, it is suggested that the students use the traditional set-up procedures. In addition, if preciseness is desired, use the traditional backspace method. Students using the tab grid method should be thoroughly familiar with the backspace method.

Table Styles

The arrangement of data in tabular form may be accomplished using any one of a number of styles. The easiest one to type would be a table without any column headings. This table is referred to as the open-style without column headings. The second version of the open-style table is one with column headings. Usually the typist will provide column headings to identify the contents of the column. In formal manuscript typewriting, the tabular material is usually typed in ruled tables. The ruled table is one that contains a double or single ruled line a double space below the title. The ruled table will have a single line after the column headings. Usually a ruled line follows at the end of a table also.

When it is necessary to provide many columns of information, the typist may be called upon to provide a boxed style table. The boxed style table is similar to the ruled table with the exception that it contains vertical rulings as well as the horizontal rulings.

Financial tables are usually found in most business offices and present a complete set of unique procedures when typing. For example, rather than the usual six to ten spaces between columns, the typist leaves just two or three spaces between columns.

The instructor should teach students to look at the styles of tables presently being used by the business place where they might be employed to learn what styles are being used. When typing tables in formal manuscripts, it is recommended that the typist follow one of the published style manuals.

FORMS PRODUCTION BLOCK

INTRODUCTION

Developing the necessary skill to type forms for personal use and for the business office is extremely important. Yet it is probably the one area of typewriting skill development that is most often overlooked. The "traditional textbooks" have devoted little attention to the typewriting of various types of forms found in business offices. Many teachers have approached various businesses and industries requesting forms for their students to type. Studies have indicated that forms are the most frequently used document in the office today. Recognizing the fact that many teachers have requested more tasks containing forms, and the fact that it is necessary for students to have the ability to complete forms neatly and accurately, the authors of TYPEWRITING: A MASTERY APPROACH FOR IBM "SELECTRIC" TYPEWRITERS included a separate section in the applications production module. This section is designed to help your students develop basic competency levels for typing forms.

COMPETENCIES FOR FORM PRODUCTION

The typing of forms usually requires the typist to clear and set tab stops. How fast the person is able to complete a given form is closely related to the design of the form and the information required. Here are suggested competencies for completing typewritten forms.

COMPETENCIES FOR FORMS PRODUCTION

1st 18 Weeks			2nd 18 Weeks			3rd 18 Weeks		
*pwam	*lam	Duration	pwam	lam	Duration	pwam	lam	Duration
4 - 5	.4 - .5	20 min.	5 - 7	.5 - .7	30 min.	8 - 10	.8 - 1.0	40 min.

*pwam = production words a minute
*lam = lines a minute

The accuracy criterion for the above competencies is mailability.

REMEMBER, the competencies listed are suggestions and may be moved up or down depending on student abilities and the emphasis placed on this particular application.

TEACHING FORMS TYPEWRITING

Developing forms typewriting skill is best accomplished by moving from the simple to the complex. Therefore, the instructor should first teach the students to type on a line. The students should learn to align the platen so that the line of print will be positioned correctly above the line. An excellent procedure for teaching this application is to have the students type a blank line at the top of their paper. Upon completion have them remove the paper from the typewriter and re-insert it. Once they have replaced the paper, they should re-align the paper and type their name on the line.

SUMMARY

Students will find that having the ability to type on forms will be beneficial when filling in application blanks, working on business forms, or filling in personal documents. By teaching the students the correct procedure for filling in forms, the instructor will be taking another step toward producing a "master" typist.

JOB CAMPAIGN MODULE

INTRODUCTION

A Job Campaign Module appears in both the comprehensive and advanced textbooks of TYPEWRITING: A MASTERY APPROACH FOR IBM "SELECTRIC" TYPEWRITERS. These modules were designed to meet the needs of students pursuing a variety of careers. The Job Campaign Module in the comprehensive textbook includes the application letter, resume, and follow-up letter. In the advanced textbook the job campaign module is much more comprehensive and includes such tasks as the process to follow in identifying a career, the job search, information interviews, and the preparation of other documents associated with the pursuit and refusal of a job.

COMPETENCY FOR THE JOB CAMPAIGN

It is recommended that pwam (production words a minute) and lam (lines a minute) be eliminated from consideration when evaluating job campaign materials. The emphasis should be placed on procedures followed, depth of search, image conveyed by the typewritten documents, and the content of the document.

To add realism to the evaluation of the Job Campaign Module, arrange with local business persons or the guidance staff to evaluate the campaign materials. The comments received would have much more meaning than words a minute or lines a minute typed.

If it is not possible to work with local business persons or the counseling staff, consider using a team consisting of yourself and two other teachers in your department or teams of students in class to evaluate the job campaign materials. An advantage of having teachers in the department work with you is the background knowledge that you learn about your students. When students are involved in the evaluation process, they learn from the ideas and materials developed by their peers.

If the evaluations show that improvement is desirable, students should redo those portions that are not satisfactory. At the completion of the Job Campaign Module, each student should retain a complete set of the materials developed. These items can be easily updated for future use.

HOW AND WHEN TO PRESENT THE JOB CAMPAIGN

The closer the job campaign can be used in conjunction with the pursuit of a job, the more effective it will be. In some cases, the Job Campaign Module can be used in the actual pursuit of a job. In the above circumstances you will find the students highly motivated.

In the comprehensive textbook, the Job Campaign Module should not be presented until the students have completed the Correspondence and Tabulation areas and have had experience on exercises contained in the Composition Module. If the students are enrolled in the course primarily for the purpose of learning keyboarding, the instructor may want to have them complete the job campaign even though they may not complete the exercises in the Correspondence and Tabulation areas. It is necessary for keyboarding students to know the fundamental requirements for getting a job. The Job Campaign Module may be completed in two to five hours. The instructor may have the students do much of the work outside of the class period.

In the advanced textbook you may use a completely different approach. The Job Campaign Module in this textbook is best treated as a long term project that may cover eight to ten weeks, and by the end of the project, students may have 10 - 15 hours on the project with over half the time outside of regular or assigned class time. For example, in identifying a job or job cluster to pursue, the individual may do some library research to include a review of the DOT (Dictionary of Occupational Titles) and a search of newspaper job ads. You may want each student to go through an information interview as described in the job campaign module of the advanced textbook. Also, you may want to bring into your class a panel of personnel directors to share with students some of the do's and don'ts in pursuing a job.

In other words, you have a great deal of flexibility in presenting the Job Campaign Module. The suggestions given here are just a sampling of the approaches to take.

INTEGRATED PROJECTS

INTRODUCTION

The integrated projects provide the student with an opportunity to apply production typewriting competencies in a structured job setting. Before the student moves into integrated projects, it is assumed that minimum production typewriting skills have been achieved in the following areas:

A. Typewriting Techniques
B. Correspondence
C. Manuscripts/Reports
D. Tabulation
E. Forms
F. Composition

For each integrated project, the student will be working for a different firm. At the beginning of each project, the student will find a description of the job situation and the role to be assumed. All instructions needed by the student are provided in the description for each integrated project.

Not only will the students find the integrated projects challenging, they will find them interesting as well. The integrated projects are challenging as they provide a mix of competencies that must be drawn upon in order to complete each project. The integrated projects are interesting as they are drawn from actual business situations. Students are exposed to the terminology, types of documents, and situations from a variety of businesses.

COMPETENCIES FOR INTEGRATED PROJECTS

There are five integrated projects included in the comprehensive textbook and three in the advanced textbook. The major purpose of the integrated projects is to provide the student with an opportunity to work in a situation where all applications have a relationship. Therefore, it is assumed that the student will have reached the following competency levels for a 20-30 minute time period before starting on the integrated projects. The competencies for each integrated task will vary depending on the number of tasks and the type of documents in the integrated project.

SUGGESTED COMPETENCY BASE FOR INTEGRATED TASKS

Correspondence		Manuscripts/ Reports		Tabulation		Forms		Rough Draft Composition	
*pwam	*lams	pwam	lam	pwam	lam	pwam	lam	pwam	lam
12 - 16	1.2-1.6	10 - 14	1.0-1.4	4 - 7	.4 - .7	6 - 8	.6 - .8	8 - 10	.8 - .10

*pwam = production words a minute
*lam = lines a minute

The suggested competency levels for completing integrated projects are divided into two categories. In category one, it is assumed that the student has completed 24 - 30 weeks of typewriting instruction (one week is the equivalent of four to five hours of typewriting). In category two it is assumed that the student has completed at least 40 - 54 weeks of typewriting instruction (again, one week is the equivalent of four to five hours of instruction). A range is given for suggested competency levels to provide for students with differing levels of ability. The duration of the integrated project is based on three to five hours of typewriting time depending on student ability.

SUGGESTED COMPETENCIES FOR INTEGRATED PROJECTS

After 24 - 30 Weeks		After 40 - 54 Weeks	
*pwam	*lam	pwam	lam
10 - 15	1.0 - 1.5	20 - 25	2.0 - 2.5

*pwam = production words a minute
*lam = lines a minute

HOW AND WHEN TO USE THE INTEGRATED PROJECTS

It is best to use the integrated projects after the students have had an opportunity to develop at least a minimum competency on each of the Applications Production Blocks (Correspondence, Manuscripts/Reports, Tabulation, Forms, and Composition) and prior to the in-baskets. Whether you have the students complete all or selected integrated projects will depend on the time available in your course and the needs and abilities of your students. The integrated projects are an excellent tool to reinforce and upgrade the application production skills. For the students who have mastered the applications, it might be possible to have them start on the integrated projects while the lower ability students are still mastering the applications such as correspondence and tabulation. Some instructors may select integrated projects and assign them to students based on their interest in a particular type of career.

It is not necessary for all students to complete all items within the integrated project. Perhaps the instructor may decide to assign only four items to the lower ability students and all items to the students with high skill levels.

EVALUATION OF INTEGRATED PROJECTS

Suggested competency levels are provided above and may be adjusted upward or downward depending on your typewriting program and the needs and abilities of students. Thus, pwam (production words a minute) or lam (lines a minute) can be used for production typewriting speed while mailability is the standard for accuracy in the evaluation process.

It is recommended that students and instructors use the lam (lines a minute) method in identifying competency levels for integrated projects. It will be much quicker to evaluate the level of achievement. For example, if a student completes an integrated project in 3 hours and 20 minutes (a total of 200 minutes) and the student typed 225 lines, the achievement level is 1.1 lam (225 lines divided by 200 minutes). To convert this to pwam, move the decimal point one place to the right for 11 pwam.

Remember, the integrated projects in the comprehensive textbook are designed to help the students cap off their experience of typing letters, tables, forms, and reports. Therefore, the instructor should be looking for acceptable format and mailable items.

The advanced textbook contains integrated projects which should help the students increase their production skill prior to moving into the challenging in-baskets.

IN-BASKET MODULE

INTRODUCTION

The In-Basket Module is designed to provide the students with practical work experience. They are able to gain this experience by assuming the simulated position upon which each of the In-Baskets is designed.

The In-Basket Module incorporates the previously learned knowledges and skills related to correspondence, tabulation, manuscripts/reports, forms, and composition. The integrated projects will have given the students an opportunity to see the relationship of one application to another. The In-Baskets will also show the relationships of the various applications. More importantly, the In-Baskets will give the students an opportunity to develop decision-making skills by determining the priority of each item contained in the specific In-Basket. In addition, the students will also develop decision-making skills as they decide the specific action to be taken on each item. The fact that each In-Basket is based upon a separate business as were the integrated projects, the students will obtain valuable career information and see the types of documents typed by a particular business.

COMPETENCIES FOR IN-BASKETS

One of the activities that the typewriting instructor performs while teaching a typewriting class is that of evaluating the production materials. This task becomes more challenging when the production activities are integrated into a project where the students are required to prioritize the items and determine the actions to be taken as they do in the In-Baskets. In order to help you perform your job efficiently and effectively, suggested priority settings and suggested actions for each of the In-Baskets have been identified. In addition to identifying the correct answers when evaluating the In-Baskets, the instructor must identify whether or not the students are demonstrating their ability to perform competently.

As students complete the In-Baskets, they should be developing the following competencies:

1. The ability to identify the priority of the item based upon the factors given in the setting.
2. The ability to identify and perform the actions necessary for each item.
3. The ability to maintain a clean and well-organized work station.
4. The ability to complete all typewriting activities in mailable form. (The instructor should identify the criteria of mailability.)

In order to measure whether or not the student is demonstrating the competencies, the instructor should observe the student while he/she is completing the In-Basket. As a general guideline, the student should be able to set the priorities for each of the In-Baskets and identify the actions to be taken within a one-hour period. Depending upon the length of the tasks, they should be able to complete all typewriting activities within a three- to five-hour period.

CONTENTS OF THE IN-BASKET

Each In-Basket contains the following components: The Situation; Priority Sheet and Calendar; and, In-Basket items.

The situation for each In-Basket is based upon an actual employment position. It contains the working situation, office policies, and time constraints upon which the priorities of the items will be based.

The priority sheet and calendar for each In-Basket is included in the working papers. The priorities for the items are based upon one of three choices: Rush, Very Important, and Routine. Items that are prioritized as Rush must be completed within the time limit identified within the setting. Items given the priority of Very Important must be completed prior to a given deadline. Routine items must be completed as usual or more specifically as time permits.

THE IN-BASKET ITEMS

Each In-Basket contains a variety of items to be completed by the student. Not all items require a typewritten response. Therefore, an important part of completing the In-Basket is the determination of actions to be taken on each item. In the beginning stages, the instructor might allow two or more students to work together in determining the actions to be taken on the items. As they develop proficiency, they would be expected to make the decisions on their own.

It is recommended that the students write the actions to be taken on the actual item as they would typically do on the job. However, if the student does not own the textbook, it is suggested that they list each item number on a sheet of paper or on the priority sheet and after the number they record the specific actions to be taken on the item.

HOW AND WHEN TO USE THE IN-BASKET

Since the In-Basket is a position simulation, it is necessary for the students to have developed the basic knowledges and skills in correspondence, manuscripts/reports, tabulation, forms, and composition typewriting. The Integrated Project Module gives the students an opportunity to complete projects which encompass the typewriting of letters, manuscripts, reports, tables, and forms in a business-like situation. Therefore, it is recommended that the In-Basket exercises be used after students have had an opportunity to complete some of the integrated projects.

HOW MANY IN-BASKETS SHOULD STUDENTS COMPLETE?

Ideally your students should complete all In-Baskets. However, because the In-Basket simulations will usually take from three to five hours to complete, it may be necessary for you to assign specific In-Baskets or allow your students to select the In-Basket of their choice. These choices should help the students gain career information, terminology, and background data related to a desired future occupational position.

If you allow the students to select the In-Baskets of their choice, it would be an excellent idea to have students apply for the positions.

IN-BASKET KEYS

In the typical office across the continent, the procedures for completing various tasks may vary as much as the businesses themselves. Therefore, the answers for the In-Baskets may vary from classroom to classroom or from instructor to instructor. The In-Baskets included in TYPEWRITING: A MASTERY APPROACH FOR IBM "SELECTRIC" TYPEWRITERS have been field tested many times, and the recommended priority of each item and the actions to be taken on each item are included in this guide. The answers that your students arrive at should be closely related to those given in this guide. However, each instructor should determine the correctness of the priorities and actions based upon the contents taught in your specific typewriting course.

The comprehensive textbook contains a Word Processing In-Basket. The situation is contained in the textbook. The In-Basket items are contained in the Working Papers. This arrangement allows the students to tear the items out of the working papers and work with them as if they were in the actual office. In the advanced textbook, the In-Basket items are contained in the textbook. Hopefully, the student would be keeping the textbook as a reference source and therefore he/she could write on the items in the book. If not, they should be encouraged to make notes on a separate page as they determine priorities and actions.

The following priorities and actions will help you evaluate the completed In-Baskets. For each In-Basket, the item is listed by number, followed by the priority for that item. The activities or actions to be taken on each item follows the "prioritizing." Items prioritized as "Rush" are given a number one (1); "Very Important a two (2); and "Routine" a three (3). [For example: Item 1. (3)] This means that Item 1 is a routine item and should be handled accordingly.

The level of the In-Baskets contained in the advanced textbook vary from challenging to beginner. The following list gives an approximate level for each.

TYPE	IN-BASKET NAME	LEVEL
Public Utility	Northern States Power	Challenging
Legal	Kane and Lucas	Average
Transportation	Cornell Motor Plaza	Average
Recreation	Russell Marina	Average
Wholesale	Lexington Bottling Company	Beginner
Educational	University of Florida	Beginner

Comprehensive Textbook

Word Processing In-Basket

The items contained in the Word Processing In-Basket have been ranked according to their priority in relationship to others.

Ranking:
1. Note regarding summarization of articles on word processing.
2. Proposal for Kevin Heyden.
3. Letter to Robert Frazer.
4. Report on proofreading techniques.
5. Cover memo to Frank Tuttle.
6. Letter to Lorraine Brummond.
7. Letter to Rowland.
8. Characteristics of Electronic Typewriting Systems.
9. Outline for Proposed Text - Introduction to Word Processing Systems.

Item	Action to be Taken
1.	Summarize and type the document. Put on Mr. Chamberlain's desk before 2:00 today.
2.	The proposal must be retyped. Do so. If it can be done neatly, attach a copy of the layout to the newly-typed material and make a good photocopy—saves time. Make a copy for the file.
3.	Type letter to Frazer. Send letter and materials in this morning's mail. (If materials to include are the "Four Step Plan to the Dictation Process," include them. Where are the rest of the materials? Only three of the four steps are included in those pages.)
4.	Type up a report on proofreading techniques and other procedures used to assure accuracy. Make one copy for the file.
5.	Compose and type cover memo to Frank Tuttle. No errors on the Duplicating Services list—no need to retype it so long as the appearance is good. Ask for verification by Thursday.
6.	Send letter to Brummond. Make copy for the file.
7.	Send letter to Rowland regarding expenses for the Washington, D.C. trip. Check figures on the expense list—if okay, send along with the letter as is. Be sure to keep a copy of the letter and the expense list.
8.	Make correction in this material. Place on Ms. Barron's desk.
9.	Retype if this needs to be done.

Advanced Textbook

Public Utility Company - Northern States Power

Item	Priority
1.	(2)
2.	(1)
3.	(3)
4.	(1)
5.	(3)
6.	(1)
7.	(3)
8.	(2)

Item	Action to be Taken
1.	Compose, sign, and send a letter to the four newspapers. Also send ad instructions. Keep file copy of both indicating to whom they were sent. If they have problems locating the May 27 ad, they should call you.
2.	Place note on Mr. Ryser's desk. Call it to his attention when he returns.
3.	Retype the information on the schedule. Make appropriate copies. Put names in alphabetic order. Send copy to each individual along with a brief cover letter. Keep file copy of each. (Isn't there anything faster than Pony Express?)
4.	Compose memo to be sent to seven people indicated. Include all necessary information. Retype the outline. Send letter and outline to Duplicating Center. Ask for material to be completed within two days so the memo can be sent out by that time.
5.	Compose and put together a large announcement for the bulletin board. Be sure it's attention-getting! Provide columns for names of interested employees, suggested locations, and possible dates. Be sure your office phone is included in case of questions.
6.	Place this memo, Mr. Born's letter, and a note of reminder on Mr. Ryser's desk. (Mr. Born's letter is in the file.)
7.	Make up film schedule according to confirmed dates. Send schedule and confirmation letter to Lein under Cal Sprague's signature. Send blind copy to Cal so he is aware of your reply.
8.	Send letter to Mary. Congratulate her on her anniversary. Ask for information and verification so the announcement can be put in the NSP News. Place reminder on your calendar for two weeks from now to remind Mr. Ryser to return the form to Ms. Clifford.

Recreation - Russell Marina

Item	Priority
1.	(2)
2.	(1)
3.	(3)
4.	(1)
5.	(3)
6.	(3)
7.	(1) [2, 1, 3] (three activities to be performed)
8.	(2)
9.	(2)

1. Type memo. Indicate poster designs to be in by September 7. Send to duplicating.

2. Send letter to Mr. Peterson. Indicate cancellation of the three boats on our copy of the order and in whatever other office which may have a copy (Accounting?). Keep file copy of the letter.

3. Prepare memo--send to duplicating. Send memo to all employees preparing boats for winter storage. Put an additional copy on the bulletin board. Keep a copy for Mr. Meffert to look at.

4. Call Louis Besson. Inform him of Mr. Kensington's boat. Be sure to tell him which pier, etc., and that he has paid.

5. Type the minutes. Change format and some sentence structure. Is a copy sent to each member of the board? If so, send them out. Put a copy on Mr. Meffort's desk.

6. Send letter to Johnson Motors. (Make sure you have the correct ZIP Code included.) Ask for prices for these quantities. Then ask about delivery charges on each motor.

7. First, check with the airport. Is the flight time correct? Then, notify Ted and Tony that they don't have to work Labor Day. (The notice should be in writing.) Finally, send a memo to all employees instructing them to use the rear parking lot. Put a copy on the bulletin board. Send a copy to Mr. Meffort.

8. Type a table. Be sure to include a title and the date. Put on his desk.

9. Send the letter. Notify storage via copy of the letter. Also place a copy in the file.

Transportation - Cornell Motor Plaza

Item	Priority
1.	(1)
2.	(2)
3.	(1)
4.	(3)
5.	(2)
6.	(3)
7.	(2)
8.	(1)

Item	Action to be Taken
1.	Retype, making all necessary corrections. Send to duplicating. Give them rush order. Bus drivers should have the letter by Monday morning.
2.	Retype on form. Check on unknowns--delivery charge? vehicle description? Put on his desk. Complete as much as you can.
3.	Call Mr. Smith's home--if accepted procedure--to notify him of the flight change. Put message on his desk.
4.	Type contract. Place all five copies on his desk along with client's file.
5.	Put together a flyer as described. Can anyone help you if you aren't extremely creative?
6.	Type credit card request. Put in order by date. Keep original and two copies as instructed. Put on his desk with addressed mailing envelope.
7.	Send letter to Laura Walters. Put copy in her file. Call Oliver--are the parts on the way?
8.	Compose and send letter as soon as possible. Be sure we sent the original contract to him and that we have a copy.

Legal Firm - Kane and Lucas

Item	Priority
1.	(3)
2.	(2)
3.	(1)
4.	(1)
5.	(3)
6.	(3)
7.	(2)
8.	(1)
9.	(3)
10.	(2)

Item	Action to be Taken
1.	Compose and send letter to Jackson. Include information on the paraprofessional area of the legal world. File copy of the letter sent, along with Jackson's letter, in the applications file.
2.	Send letter accepting invitation and suggesting November 24. Put on Mr. Kane's calendar, and yours.
3.	Call Johnson's office right away. Then, send letter of official notificiation——copy of Johnson's letter and your letter should both be filed. Note phone calls made on the letter.
4.	Call the Secretary of State's office. Ask if they can send forms immediately. If they need a written follow-up letter, send immediately.
5.	Send letter to Smith. Open a file for the case. Put Smith's letter and your file copy in the file.
6.	Retype making indicated corrections and any changes you think should be made. Make appropriate copies along with a file copy.
7.	Send a letter to Darvin Smith confirming reservations for four. Put date and time on Mr. Kane's calendar and on Ms. Lucas' calendar. Give Ms. Lucas a copy of the letter.
8.	Call the DA's office and give Mr. Kane the message regarding his delayed flight.
9.	Send letter to Ms. Davis. Put copy in the file. Has check been deposited or sent to the Accounting office?
10.	Call Mr. Ricco and arrange a meeting following the pre-trial on September 19. Then send letter confirming appointment. Put copy of the letter in the file. Also indicate the meeting time on Mr. Kane's calendar. Should indicate to Mr. Kane by written message of the time of the meeting to be sure he has no prior commitment.

Wholesale - Lexington Bottling Company

Item	Priority
1.	(2)
2.	(3)
3.	(3)
4.	(2)
5.	(2)
6.	(3)
7.	(2)
8.	(1)
9.	(1)
10.	(1)

Item	Action to be Taken
1.	Compose and send letter to Georgia. Call for hotel reservations at the Holiday Inn. Indicate to Georgia where Smith will be staying——he will need transportation from the hotel. Put copy on Mr. Smith's desk. Make note of his hotel reservation on the copy of the letter. File Georgia's letter with this material.
2.	Retype in final form. Send to duplicating——40 copies. Change numbers 2, 8, and 10 to be more positive.
3.	Type, sign, and send form letter to Johnnie's Trading Post. Put copy in his file.
4.	Call Control Data. Set up appointment. Put date and name of individual on calendar.
5.	Retype. Send copy to Johnson Printing. Put copy on Smith's desk.
6.	Call Mike Spanzo. Make appointment with Mr. Jones. Explain that Mr. Smith approves. If Mr. Spanzo can indicate an interview date, include it in a letter to Mr. Jones.
7.	Retype. Add title and signature. Put copy on his desk. Send to appropriate office for insertion into the monthly statement.
8.	Write a check for $650. Put it on his desk right away.
9.	Call Travel World. Make reservations for appropriate flights. Put a note on his desk or call Mrs. Smith and let her know.
10.	Retype with corrections. Put on his desk before he leaves.

Educational - University of Florida

Item	Priority
1.	(2)
2.	(3)
3.	(1)
4.	(2)
5.	(2)
6.	(1)
7.	(2)
8.	(3)

Item	Action to be Taken
1.	Send memo to Mr. Sommers telling him that you approve of the vacation schedule. Inform him that Dr. Radcliff intends to attend the conference. (Put the dates on her calendar.)
2.	Send memo to Kelly. Send copy of the memo to T. P. Boyle.
3.	Retype. Make all corrections.
4.	Make appropriate reservations. Put typed copy of the schedule on Dr. Radcliff's desk. Ask for a confirmation.
5.	Retype in letter form. Keep a file copy.
6	Retype. Send a copy of the memo to Christensen. Keep file copy.
7.	Retype form. Make envelope for chief accountant's office. Keep copy for the file.
8.	Call Wells Printing requesting order. Follow through with written letter. Keep file copy.

WORD PROCESSING MODULE

INTRODUCTION

The fantastic growth of word processing in business, industry, and government has provided business educators with a new frontier. We must keep pace with the business world so that our students have the knowledge and skills necessary to be productive employees upon entering the job market. Word processing is included in both the IBM comprehensive textbook and the advanced textbook. In the comprehensive textbook you will find an indepth in-basket in word processing. In the advanced textbook a complete module is devoted to word processing systems.

GUIDELINES FOR ESTABLISHING A WORD PROCESSING PROGRAM

Before establishing a program in word processing, it is necessary to identify the areas that need strengthening for students entering jobs in word processing systems. Here are eight areas to be strengthened to increase word processing job potential and productivity.

1. Simulate or provide opportunities to type on magnetic keyboards. If magnetic keyboards are not available, students who are in the advanced stages of typewriting can simulate a magnetic keyboard by typing production materials at rough draft speeds, backspacing and striking over any errors——just as they would do on a magnetic keyboard.

2. Help students develop a marketable machine transcription skill. Twenty-five words a minute or 2½ lines a minute is a realistic goal.

3. Provide students with an indepth knowledge of office equipment to include the characteristics, maintenance, cost, lease, and life expectations of such items as magnetic typewriting systems, dictation systems, and copying and duplicating systems.

4. Give students a background in the modular office furniture and storage equipment to be used with magnetic equipment. For example, the magnetic keyboard equipment will be much heavier and will require furniture of a different height than typical office furniture. Also, the magnetic media on which the information is stored has to be retained in some type of filing system other than a typical 4- or 5-drawer filing cabinet.

5. Develop students' abilities to assume supervisory roles. Word processing provides opportunities for supervising others.

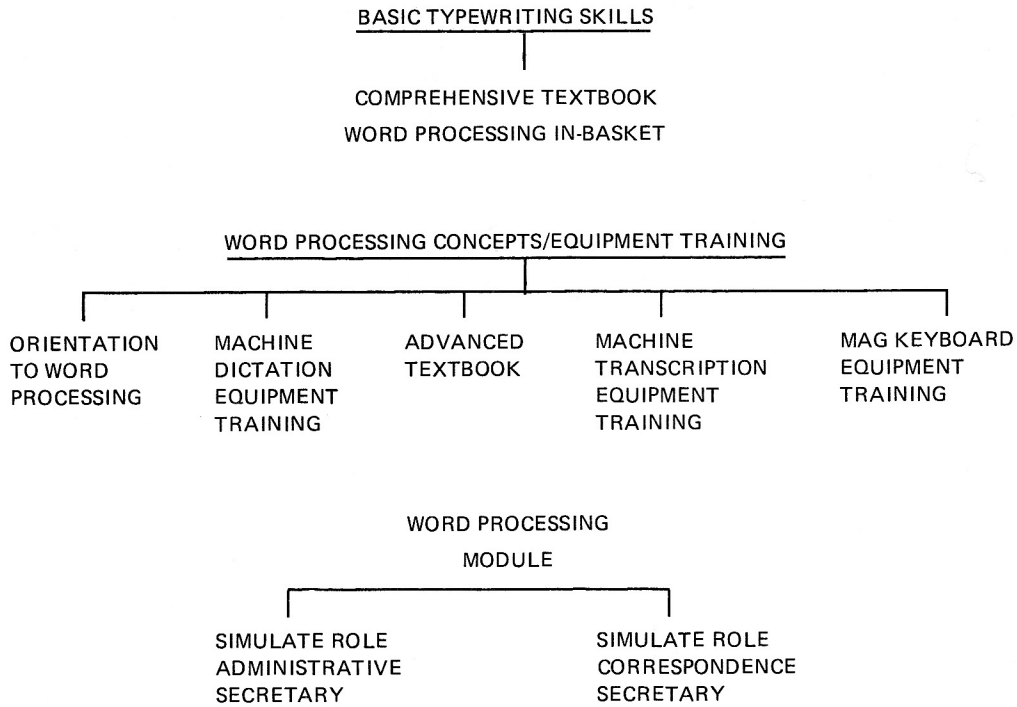
6. Build students' knowledge of office systems and procedures concepts. This information will help them identify the value of word processing systems.

7. Present to students the basics for office layout, design, and space utilization. With magnetic keyboard equipment and flexible office furniture, space needs will differ from traditional offices.

8. Teach students how to dictate. Effective dictation is one of the key elements in reaping the benefits of a word processing system.

It may not be possible to provide for all of the above in a typewriting course. Certainly items 1 and 6 would be included. And depending upon equipment available (e.g. magnetic keyboards and dictation equipment), items 2, 3, and 8 could be included.

Here is a suggested guide on how to incorporate word processing into a typewriting program with or without magnetic keyboards and dictation equipment.



As a finishing touch, units on supervision techniques, office layout, and office furnishings and storage equipment could be included in the typewriting program or in another course to build overall strength in word processing.

HOW AND WHEN TO USE THE WORD PROCESSING MATERIALS IN THE COMPREHENSIVE AND ADVANCED TEXTBOOKS

The word processing in-basket exercise in the comprehensive textbook should be presented after the Production Application Module and the Integrated Projects Module have been mastered. The purpose of the Word Processing In-basket is twofold. First, the in-basket will help the students develop their decision-making capabilities; and, second, it will give them a foundation in the area of word processing. It is recommended that the instructor present the overview of word processing provided as an introduction to the in-basket. Be sure to reinforce the components, namely: people, procedures, and equipment that one would find in a word processing system.

In the advanced textbook, the instructor has an opportunity to help students develop indepth expertise in two areas of word processing, namely: the responsibilities associated with the administrative secretary and those of the corresponding secretary. Before students embark on the Word Processing Module, they should have completed the Integrated Projects Module. To introduce the Word Processing Module, the instructor should provide a presentation on word processing systems utilizing the material at the beginning of the module.

SUGGESTED COMPETENCIES FOR WORD PROCESSING

Competencies for the Word Processing In-basket in the comprehensive textbook are included in the In-Basket Module of the Instructor's Guide. The competencies for the Word Processing Module in the advanced textbook are divided into three categories. The first category represents competencies for typewriting classrooms equipped with magnetic keyboard typewriter systems and dictation/transcribing units. The second category is provided for classrooms equipped with electric typewriters. The third category is provided for typewriting classrooms that may have a combination of the above (e.g., electric typewriters and dictation/transcription units or magnetic keyboard typewriters and electric typewriters.

Category I

Dictation Techniques (Suggested Competency)

First, given appropriate background for a job situation, the student will dictate at least three pieces of correspondence to a dictation/playback system. For each piece of correspondence to be prepared, a description of the circumstances pertaining to that correspondence and the necessary details/facts that must be included in the response will be provided.

The student should have two minutes to review each description and three minutes to prepare the dictated response for each item. The response will be judged as being acceptable or not acceptable by the instructor or someone designated by the indstructor. The response will be evaluated two ways:

1. First, the dictation techniques used must be acceptable. Here are suggested criteria:

   a. Voice is clear and easily understood on playback of recorded media.
   b. Appropriate background information is given to the operator.
   c. There are no pauses longer than five seconds on the playback.
   d. Where appropriate, names, places, and special punctuation must be provided by the person dictating.

2. Second, the content of the message should meet the following criteria:

   a. The student must use "face-to-face" language.
   b. Average sentence length must be between 15 and 25 words.
   c. The content of the message must be grammatically correct.
   d. The content of the message must be an acceptable answer to the situation provided.

3. Sample dictation exercise:

   For the dictation exercise assume that you are the chairperson of the Department of Business Education at the School in which you are now employed. Also assume that you are using a centralized dictation unit and that Jan Michaud is the word processor. Jan's work station is located at the other end of the building. Thus, you will have to dictate inside addresses and spell unusual words. Dictate responses to the following situation:

   a. Dictate a letter to Dr. R. Dale Wenner, Dean, School of Business, University of Wisconsin-Eau Claire. The Zip code in Eau Claire is 54701. Give Dr. Wenner the names of two classes you would like to take next summer. Ask him if there is a possibility that these courses would be offered and, if so, what are the dates and times of the courses. Send a copy of the letter to your typewriting instructor.

   b. Send a memo to your school administrator. Ask the administrator for a reaction to a proposal you have attached to this memo. The proposal includes a recommendation that a course in Advanced Word Processing Systems be added to your school curriculum beginning next spring.

   c. Mrs. Judy Byfield, who is a Business Education Consultant for the state of Wisconsin, knows that you are enrolled in a typewriting program that provides a background in word processing. She wants your opinion on the value of word processing to students about to enter the job market.

      She wants this information to help her make a decision whether to support new programs in word processing. Mrs. Byfield's address is: Department of Public Instruction, 126 Langdon Street, Madison, WI 53702.

Machine Transcription (Suggested Competency)

The student will transcribe at least 25 production words per minute (2.5 lines a minute) from machine dictation for at least 15 minutes on typical business correspondence to include letters and memorandums. Syllabic intensity of the copy should be between 1.45 and 1.60.

Magnetic Keyboard Typewriter (Suggested Competency)

1. The student will input on a magnetic keyboard typewriter from either handwritten or unarranged typewritten copy a memo or a letter consisting of 120 to 160 words (12-16 lines) in an acceptable format with all errors corrected. The correspondence must be played out and be ready for mailing. The above must be accomplished in 15 minutes.

2. Revisions will then be added to the correspondence by the instructor. Those portions of the correspondence that need to be changed will be done on the storage media that holds the original copy of the material. Revisions may include the following:

   a. deletion of words and/or phrases.
   b. addition of words and/or phrases.
   c. substitution of words and/or phrases.
   d. rearrangement of the order in which words and/or phrases appear in the correspondence.

The revisions and subsequent playout of the correspondence in its corrected mode must be done in 10 minutes or less.

3. Here is a sample letter with corrections to be made.

   Current date, Dr. Julie Ann Mitchell, Office Administration Department, University of Wisconsin-Eau Claire, Eau Claire Wisconsin 54701, Dear Dr. Mitchell, we have a new address and phone number for our company. Our new address is 7176 North Street, Milwaukee, Wisconsin 53202, and our new phone number is 414-868-8888. (paragraph) The next time a business meeting, workshop, or vacation brings you to Milwaukee, please visit us in our new open office. We are serious about that and would like very much to show you our new facilities. We are looking forward to working with you and your department this year through our new office in Milwaukee. Sincerely, (your name), Manager of Public Relations

   After recording on the electronic media and completing the playout for the above letter, revise the media as indicated below and play out a finished copy.

   a. In the second paragraph, delete the word "workshop."
   b. In the second paragraph, add the words "and equipment" after the word "facilities."
   c. In the third paragraph, change "your" to "the" before the word "department."
   d. In the closing, rearrange "Manager of Public Relations" to "Public Relations Manager."

Category II

Electric Typewriters

The student will type at least 25 production words per minute (2.5 lines a minute) for at least 30 minutes on typical business correspondence to include letters, memos, forms, and/or short reports. Syllabic intensity of the copy should be between 1.45 and 1.60. The source of the documents should include the following: handwritten copy, rough draft copy, and preprinted forms and letters with information to be supplied by the student.

The material used for testing competency levels should be selected by the instructor from the advanced textbook.

Category III

If you have two of the three machines identified (IBM "Selectrics" Mag keyboards, Dictation/Transcription Units), refer to Category I and II for competencies for the equipment and material covered in your class.

PRESENTING THE CONCEPT OF WORD PROCESSING

In presenting the concept of word processing, it is critical that the students are aware of the three main components of word processing systems to include people, procedures, and equipment.

In word processing systems the role and responsibilities of people will usually change when compared to traditional office systems. For example, the traditional secretary's role may be divided into two functions. One function emphasizes administrative support activities other than keyboarding. The second function may be devoted to the keyboard and related activities where the individual prepares typewritten documents to include keyboarding, proofreading, editing, and so on.

Office systems and procedures should change in a word processing system. For example, those creating correspondence can be more effective if correspondence is dictated to a machine as opposed to being written in longhand or dictated to a secretary. Dictation to a secretary consumes the time of the individual dictating and also the time of the secretary taking the dictation. When preparing documents on magnetic keyboard typewriters compared to electric typewriters, the procedures change. The document is typed at rough draft speed and a corrected copy is played back at the automatic speed of the typewriter. A copy of the document is retained on the magnetic media in case of revisions.

Word processing equipment can be presented to the students through bulletin board displays, slide presentations, visits to word processing installations, and classroom demonstrations from company representatives marketing equipment.

DEVELOPING THE ADMINISTRATIVE SECRETARIAL FUNCTION

In the Word Processing Module of the advanced textbook, five areas are presented to build expertise in the administrative support function. The areas are:

1. Fundamentals of effective business communications.
2. Organizing and planning communications.
3. Composing rough drafts.
4. Developing effective dictation techniques.
5. Composing/dictating routine correspondence.

If dictation equipment is available, it is recommended that it be used when presenting the administrative secretarial function. To be an effective originator of correspondence, the individual must start at the foundation of dictation which is, of course, knowing the basic fundamentals of effective business communications. This can be presented to the class as a group or to individuals who are working on a self-paced program. Ample material is provided to give students an opportunity to build marketable dictation techniques that would be used by administrative secretaries and principals in a word processing system.

DEVELOPING THE CORRESPONDENCE SECRETARIAL FUNCTION

The correspondence secretarial function is divided into two sections, word processing procedures and documents.

For word processing procedures, the concept of standard margins and tab grids are presented as techniques for increasing the quantity and the quality of output for corresponding secretaries. Next, students are exposed to a variety of business documents and how to utilize them most effectively. The material is arranged so that the class may proceed as a group or on an individualized basis.

EXPANDING THE WORD PROCESSING PROGRAM

Word processing can be expanded a number of ways. A simulated word processing system can be set up within the typewriting program, and/or new courses or units can be established to expand the concepts of word processing systems in such areas as supervision techniques, office systems and procedures concepts, layout, design, and space utilization, and office furnishings and equipment. Word processing presents an exciting challenge for business educators and the students we are preparing for the business world. Yes, word processing represents a new frontier for educators and an exciting career potential for our students.

REPROGRAPHICS MODULE

INTRODUCTION

Reprographics is defined as "the art of producing a counterpart, image, or copy of" an existing document. Formerly called duplication by most instructors, the area of reprographics expanded rapidly as manufacturers introduced modern and relatively inexpensive reproduction machines to the market. The classroom instructor was faced with the decision of determining which machines needed to be taught in the classroom and which machines are best learned on the job. Basically, instructors agree that the processes of spirit or fluid duplication, mimeograph, and offset reproduction should be presented in the classroom. An acquaintanceship with dry copiers is usually sufficient to enable students to utilize this equipment on the job.

The Reprographics Module was included in the Advanced Textbook since the students at this level are working on material and problems related to reprographics. Many schools have a special course in which the various types of business machines are taught. If your school offers a separate course, the Reprographics Module from the Advanced Textbook, TYPEWRITING: A MASTERY APPROACH FOR IBM "SELECTRIC" TYPEWRITERS would work very well for teaching the students the basics of the fluid duplication process, the mimeograph process, and the offset process. In addition, the module contains a discussion of the various types of dry copiers used in the office today.

COMPETENCIES FOR REPROGRAPHICS

How proficient should students be in each of the reprographic processes? The answer will vary depending upon the career objectives of the students. If students are preparing for a career in business and industry, they may not see another fluid duplicator or mimeograph machine once they leave the school setting. The possibilities of operating an offset machine are more remote. However, the student will be confronted with the task of preparing the masters to be run on one or more of the machines mentioned.

If the unit on reprographics is taught in an advanced typewriting course, it is recommended that the instructor provide the students with sufficient instruction to acquaint them with the various reprographic processes. The following suggested competencies will give the instructor an idea of what reprographic skills the student should have upon completion of the advanced typewriting course.

Upon completion of the Reprographics Module, the student should be able to do the following:

1. Prepare a fluid duplication master. When run on the duplication machine, the master will produce clean, clear images.
2. Prepare a mimeograph master. When run on the mimeograph machine, the master will produce clean, clear images.
3. Prepare a master copy of a document to be used in producing an offset master through the use of an electronic master maker. The master will produce clean, clear images.
4. Prepare a copy of a document through the use of a dry copier.

The criterion for each of the competencies should be the preparation of a master or copy that is mailable.

REMEMBER, these are only suggested competencies and may be adjusted to meet the needs of your students and their potential work environment.

SUMMARY

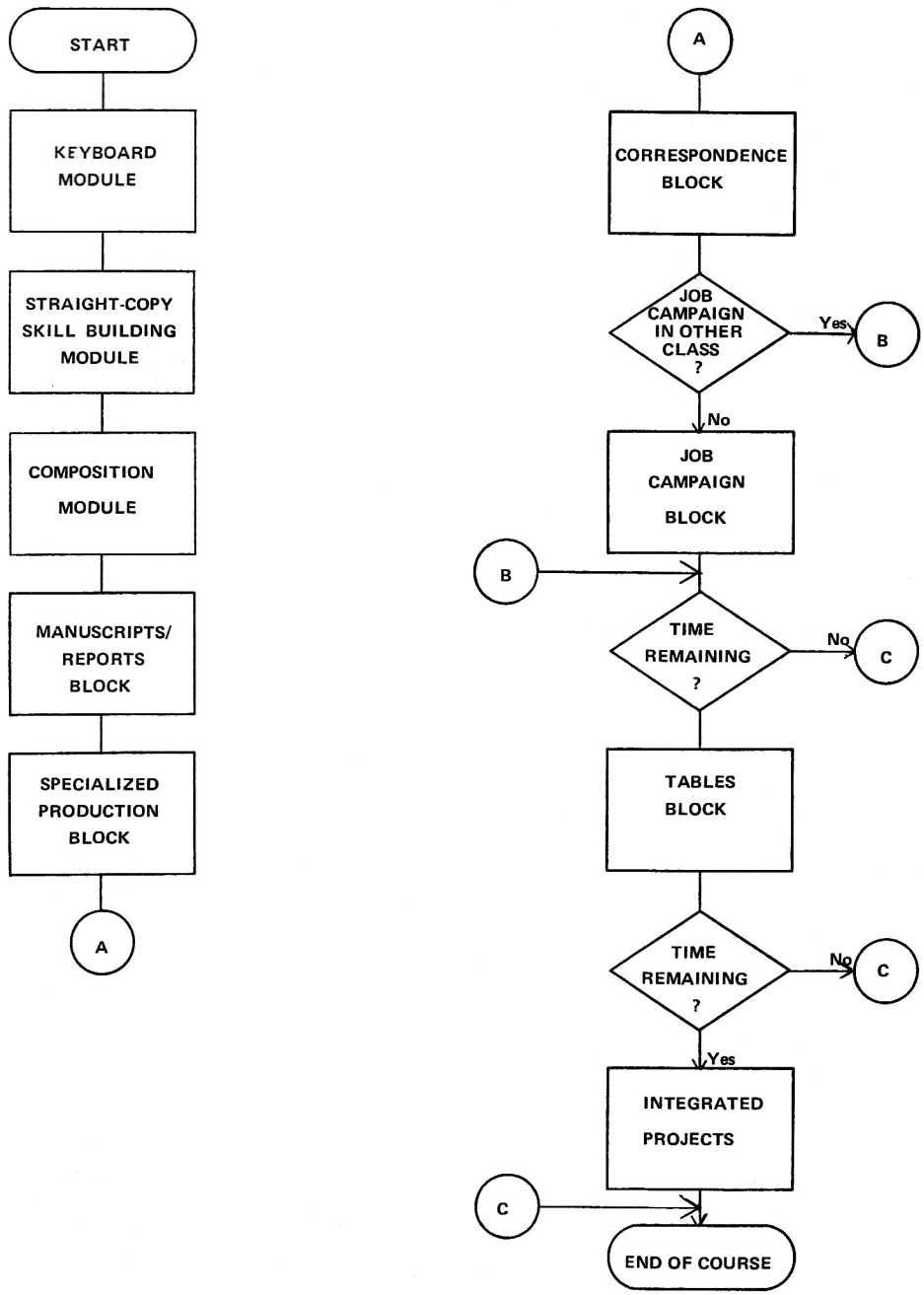
The process of reproduction continues to play a major part in the business office. However, the particular process that a business office uses continues to change. The authors believe that the students should be prepared to readily adapt to the specific reprographic processes used in their places of employment. Also, they should be able to select the process that is best suited for the number of copies needed for reproduction.

APPENDIX A

FLOW CHART I

ONE-SEMESTER NONSECRETARIAL PROGRAM FOR:

A BEGINNING TYPEWRITING CLASS



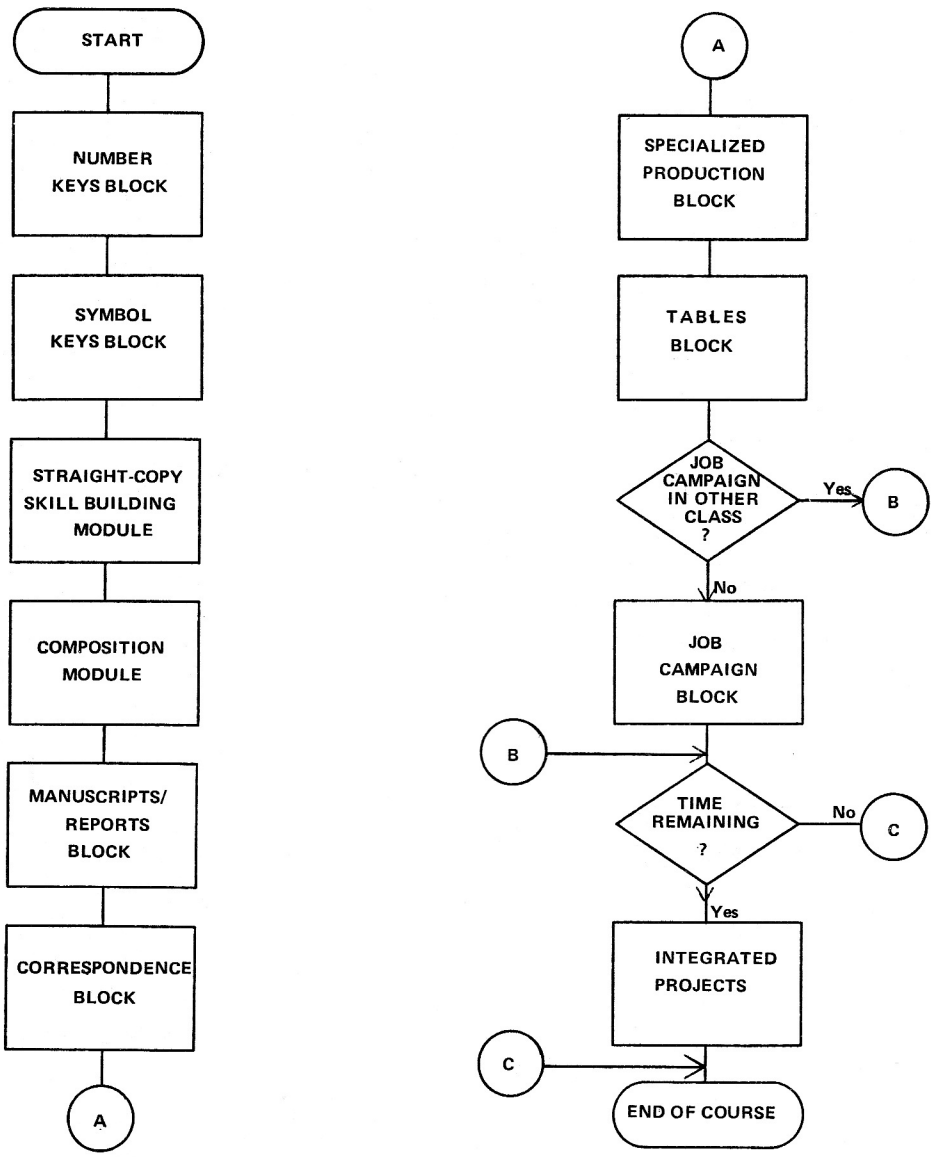
*When using the flowchart, it is possible for you to rearrange the blocks to provide the type of instructional program that you are looking for in your school.

APPENDIX A

FLOW CHART 2

ONE-SEMESTER NONSECRETARIAL PROGRAM FOR:

A GROUP OF STUDENTS WITHIN A BEGINNING TYPEWRITING CLASS WHO HAVE LIMITED PROFICIENCY ON THE ALPHABETIC KEYBOARD AND ARE IN TYPEWRITING FOR PERSONAL USE



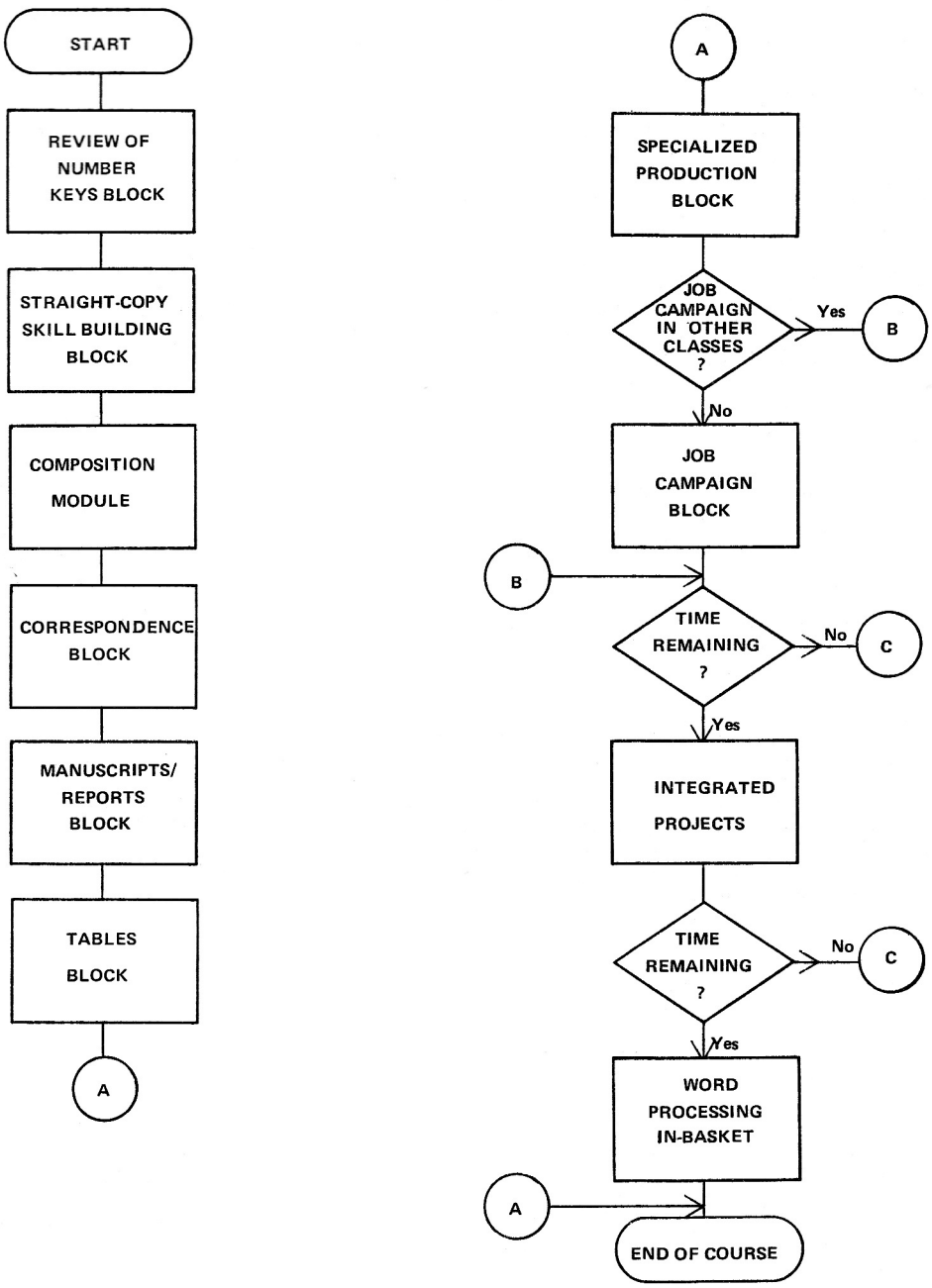
*The module could be rearranged to meet your needs.

APPENDIX A

FLOW CHART 3

ONE-SEMESTER SECRETARIAL PROGRAM INDIVIDUALIZED FOR:

A STUDENT WHO HAS HAD ONE SEMESTER OF PERSONAL USE TYPEWRITING



*The module could be rearranged to meet your needs.

APPENDIX B

DAILY LESSON PLANS

INTRODUCTION

TYPEWRITING: A MASTERY APPROACH FOR IBM "SELECTRIC" TYPEWRITERS was developed in a manner which will provide the instructor total flexibility in organizing the typewriting course, and more specifically the daily lessons. As a result, it would be a violation of the mastery principle for the authors to develop daily lesson plans that all instructors would have to follow day after day.

You, the instructor, will be cognizant of the needs of your class. You will know when the students can move more rapidly through the material and when you must slow down for them to grasp the concepts and/or develop proficiency of a particular typewriting technique. Therefore, you must provide the activities which will make up your lesson from day to day.

ORGANIZING THE "VARIETY" LESSON

Organizing the daily lesson for the typewriting class need take little more than a few minutes each day. It is not necessary for the instructor to develop material each day, because the textbooks contain ample straight-copy drill material, timed writings, composition material, and production tasks. As an instructor it is only necessary for you to decide which drills, timings, and/or production tasks should be used from day to day. Some days you will want to use each type, and other days you will want to use only a specific type of drill.

Every typewriting lesson should be based upon some basic principles. These principles are listed below:

PRINCIPLES OF TYPEWRITING LESSON PLAN DEVELOPMENT

1. The typewriting lesson should contain a variety of activities which will eliminate the problem of boredom and fatigue and serve to motivate the student.

2. The typewriting lesson should be designed to give students as much typewriting time as possible. Students learn to type by typing.

3. The typewriting lesson must include time for the instructor to demonstrate new reaches and tecchniques and/or provide remedial explanations or the explanation of new concepts.

4. The typewriting lesson must be designed to accomplish a specific purpose leading to an intermediate or long-term goal. The end results should be the development of a competent typist.

5. The typewriting lesson, in the beginning stages of skill development, should contain time for reviewing previously learned reaches and techniques.

SUMMARY

Three lesson plans have been provided for your use. It is not intended that these lesson plans be used for a specific lesson; rather, they should serve as a guide for you to follow when organizing lesson plans to meet your course needs.

The first sample lesson plan is based upon the keyboard module and the introduction of the specific keys. The second sample lesson plan is based upon building speed/accuracy and basic production skills. The third sample lesson plan illustrates the production simulation lesson of introducing the in-basket. In addition, a daily lesson planning guide has been included. This guide is designed to help you plan the lessons after the keyboard presentations. Reproduce this guide or use it as a sample in developing your own lesson planning guide.

APPENDIX B

SAMPLE LESSON 1

LESSON PLANNING GUIDE

DATE **HOUR OF INSTRUCTION**

LESSON OBJECTIVE

Students have previously learned a s d f j k l ;

Activity 1: Review (Page 2, Lines 1 & 2)
Activity 2: Introduction to Right Shift Key (Page 2, Lines 1 & 2)
Activity 3: Introduction to letter h

A. Show students location of key and reach (chalkboard; book; transparency)
B. Oral dictation (type letter, hit spacebar)
C. Complete Lines 1-7, Page 3
D. Place words on board or transparency: half dash lash flash shall has had

Drill---point to word and pronounce. Have the students type as many times as possible while finger is pointing at word. Point to word and pronounce. Allow only enough time for students to type once and then move on.

Activity 4: Introduction to Left Shift Key (Page 3, Lines 1 & 2)
Activity 5: Shift Key Drill, Page 4 Lines 1-3, 1 & 2
Activity 6: Introduction to Period (Page 4, Lines 1-3)
Activity 7: Introduction to letter t

Follow same procedure as illustrated in A-D, Activity 3. Use lines 1-3 and Lines 4-7 on pages 4 and 5.

Activity 8: Carriage return drill (Page 5, Lines 1-3)
Activity 9: Speed and Accuracy Development Drills (Page 5, Sentences 1-9)
Activity 10: Introduction to Comma (Page 6, Lines 1-3)
Activity 11: Thinking Drill, Page 7

COMMENTS ABOUT THE LESSON:

Strong points:

Weak points:

Suggestions for following lessons:

APPENDIX B

SAMPLE LESSON 2

LESSON PLANNING GUIDE

DATE _____ **HOUR OF INSTRUCTION** 31

LESSON OBJECTIVE To build speed and accuracy on straight copy; to develop a proficiency in typewriting the simplified letter.

EQUIPMENT AND/OR MATERIAL NEEDED Stop watch; transparency of simplified letter; Comprehensive textbook.

INDIVIDUAL GOAL PRACTICE	PAGE	LENGTH OF TIME	TIMING NUMBER
	122	1-minute timing	1-7
	122	1-minute timing	1-8
	129	3-minute timing	3-4

DRILL ACTIVITIES (Alpha, numeric, etc.)	PAGE	TASK NO.	LINE NUMBER
Alphabetic drills (x, y, z)	112, 113, 114		

PRODUCTION APPLICATION ACTIVITIES (Letters, tables, etc.)			
Simplified letters	201	Task 1	
	202	Task 2	
	203	Task 3 (If time is available)	

COMMENTS ABOUT THE LESSON: Have students review the characteristics of simplified letters on pages 181 and 182. Show transparency and explain differences.

Strong points:

Weak points:

Suggestions for following lessons:

APPENDIX B

SAMPLE LESSON 3

LESSON PLANNING GUIDE

DATE _____ HOUR OF INSTRUCTION _____

LESSON OBJECTIVE To introduce students to the in-basket exercise; to identify the importance of priority tasks.

EQUIPMENT AND/OR MATERIAL NEEDED Working papers; stop watch.

INDIVIDUAL GOAL PRACTICE	PAGE	LENGTH OF TIME	TIMING NUMBER
	No timings today.		

DRILL ACTIVITIES (Alpha, numeric, etc.)	PAGE	TASK NO.	LINE NUMBER
	No drill activities today.		

PRODUCTION APPLICATION ACTIVITIES (Letters, tables, etc.)			
Word Processing In-Basket	397-399		

COMMENTS ABOUT THE LESSON:

1. Students were to read the job description, the situation, and the contents of each item contained in working papers.
2. Discuss the concept of word processing.
3. Identify importance of setting priorities.
4. Show their relationship to the situation.
5. Have each student identify the "action" to be taken on each task.
6. Discuss the priorities that they have selected.
7. Have each student identify the "action" to be taken on each task.
8. Discuss the actions.
9. Have the students complete the necessary typewriting activities if time permits; if not, continue the next day.

APPENDIX B

LESSON PLANNING GUIDE

DATE _____ HOUR OF INSTRUCTION _____

LESSON OBJECTIVE _____

_____

_____

EQUIPMENT AND/OR MATERIAL NEEDED _____

_____

_____

INDIVIDUAL GOAL PRACTICE	PAGE	LENGTH OF TIME	TIMING NUMBER
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

DRILL ACTIVITIES (Alpha, numeric, etc.)	PAGE	TASK NO.	LINE NUMBER
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

PRODUCTION APPLICATION ACTIVITIES
(Letters, tables, etc.)

_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

COMMENTS ABOUT THE LESSON:

Strong points:

Weak points:

Suggestions for following lessons:

APPENDIX C

TEACHING METRICATION IN TYPEWRITING

The metric system of weights and measures is a mystery to many of us. Yes, we have heard of it, perhaps even used it--yet most of us hope tomorrow will never become today. However, today we find many industries using the metric system, and we are doing little to teach our students to type the symbols and characters related directly to the metric system.

HISTORY OF METRICS

The metric system originated in France in 1670 when Gabriel Mouton proposed a decimal system. In 1791 an early form of the present metric system was adopted. Slowly, European countries adopted the metric system, and by 1880 Great Britain and the United States were the only major countries not using the metric system.

Various leaders have attempted to get the United States to use the metric system. Congress passed a law in 1866 making it legal to use the system. In 1975 President Gerald R. Ford signed into law the Metric Conversion Act. It specified that conversion will be voluntary; that there will be no specified timetable for conversion; that a United States Metric Board will be established; and that SI (Systeme Internationale) or the International System of Units will be followed.

WHY CONVERT TO METRICS?

Many people are asking, "Why convert to the metric system?" One basic answer to that question appears to rest with the balance of trade. The conversion to the metric system will enable the United States to gain acceptance in the international marketplace. The conversion to the metric system will enable industries such as auto manufacturers and others to interface with their foreign counterparts. The standardization of the measurement system will permit the reduction of costs associated with the retraining of personnel, replacing of tools, and redesigning of machines.

HOW WILL METRICS HELP?

The metric system will eliminate much of the confusion of our present system by reducing the thirteen common measurements that we are presently using to the use of four measurements common to the international system. These measurements are shown in the illustration below.

Illustration I

Standard Vs. Metric

Standard	Metrics
Inch	Gram
Mile	Meter
Foot	Liter
Yard	Degrees Celcius
Ounce	
Pound	
Ton	
Cup	
Pint	
Quart	
Gallon	
Barrel	
Degrees Fahrenheit	

The metric system of measurement makes use of numerous prefixes to show the larger or smaller amounts of a specific measurement. The most common prefixes and their symbols are shown in the following illustration:

Illustration 2

Metric Measurement

Decimal Equivalent	Prefix	Symbol
1000	kilo	k
100	hecto	h
10	deka	da
0.1	deci	d
0.01	centi	c
0.001	milli	mm

Through the use of one of the four basic measurements in the metric system and the prefixes given in Illustration 2, we are able to give the basic weight and/or measurement of all items.

As you can readily see from a review of the metric system, the International System of measurement will simplify matters greatly.

METRICS AND TYPEWRITING

The effects of the metric system on typewriting will basically be in the area of language arts. Many of the foreign languages require that accent marks be placed on numerous words; however, the English language does not. If we are to standardize, it will be necessary for all countries to follow a common set of rules when typewriting the metric measurements and weights. As a result, the International System has identified common procedures to be followed when typewriting certain items related to metrics. These basic rules are shown in the following illustration:

Illustration 3

Ten Rules for Typewriting Numbers and Symbols Related to the Metric System

Rule	Example	Comments
1. Lower case letters to express units	kilogram, meter	If the unit appears as the first word of a sentence, the first letter is capitalized.
2. Exponential forms are used	cm^3, m^2	The exponent is always raised. It is referred to as a superscript.
3. Abbreviations or words may be used	220 kg or 220 kilograms	If abbreviations are used extensively within a report, it is best to be consistent. In other words, abbreviate all.
4. Singular and plural abbreviations	1 g, 39 g	One gram is represented similar to 30 grams.
5. Periods are not used after abbreviations	28 m in length	If the abbreviations appeared at the end of a sentence, a period would follow.
6. Commas are eliminated	1430, 10.3486	Some countries use the period in place of the comma; therefore the SI eliminates commas in long numbers.
7. A zero always appears to the left of the decimal	0.89, 0.02	If the number contains a significant digit to the left of the decimal, a zero is not needed.
8. Diagonals are used to separate compound symbols	m/s, km/h	The diagonal is used in the same manner as we have been using it in relation to our present system.
9. Figures or words may be used with metric terms. Figures are used only when using abbreviations	five kilometers, 5 grams 4 km, 25 g	Words are always used when starting a sentence. Do not use abbreviations following the number at the start of a sentence.
10. Symbols are capitalized when a unit is named after a person	K for Kelvin A for Ampere	These symbols occur rather infrequently. Kelvin measures temperature. Ampere measures electric current.

METRIC PAPER SIZES

The paper sizes based upon the metric system are such that each size is one half of the next larger size. The size that is most common to the typist is known as A4 and is 297 mm long and 210 mm wide. Or, to relate that to our normal 8½ by 11" page, it would be about a quarter of an inch narrower and about three quarters of an inch longer. As a result, little change is needed for typewriting on the metric measured sheet of paper. When the quarter inch is divided into two parts for horizontal centering, the difference is one space. The additional length will allow two extra lines of typewriting.

ENVELOPE SIZES

Envelope sizes in the metric system are also similar to the present sizes. The metric envelope known as DL is the same as our standard No. 10 size. The smaller envelope known as C6 is similar to the standard No. 6. However, we would fold the page differently in order to insert it into the C6 envelope. It will be folded in half from bottom to top and the half that occurs will then be folded from side to side. It will simplify the teaching of envelope folding.

SUGGESTED ACTIVITIES FOR TEACHING METRICS

1. Have students develop a table of Standard measurements and metric measurements.
2. Give a timed writing on metrics.
3. Have students compose letters requesting metric information.
4. Cut paper to a metric size and have students type a business letter.
5. Have students fold letter to fit smaller metric size envelope.
6. Have students compose a paragraph using as many metric terms as possible.
7. Have advanced students retype the rules for typewriting numbers and metric symbols.

SUMMARY

The metric system is here to stay. It is just a matter of time before all businesses and industries will be using the international system. Will you be teaching it?